







# NORTH CAROLINA PUBLIC SCHOOLS

BENNIAL REPORT PART 1 1950-1952



Education Building

The following parts of the Biennial Report of the State Superintendent of Public Instruction are issued:

Part I — Summary and Recommendations

Part II — Statistical Report, 1950-51

Part III — Statistical Report, 1951-52

BIENNIAL REPORT OF  
THE SUPERINTENDENT OF  
PUBLIC INSTRUCTION  
OF NORTH CAROLINA  
FOR THE SCHOLASTIC YEARS  
1950-1951 AND 1951-1952

PART ONE

SUMMARY AND RECOMMENDATIONS



PUBLICATION NO. 292



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## LETTER OF TRANSMITTAL

STATE OF NORTH CAROLINA  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

December 10, 1952

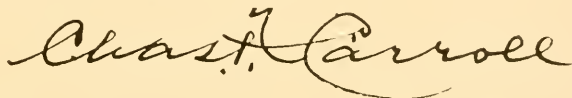
*To His Excellency, WILLIAM B. UMSTEAD, Governor*  
and MEMBERS OF THE GENERAL ASSEMBLY OF 1953

SIRS:

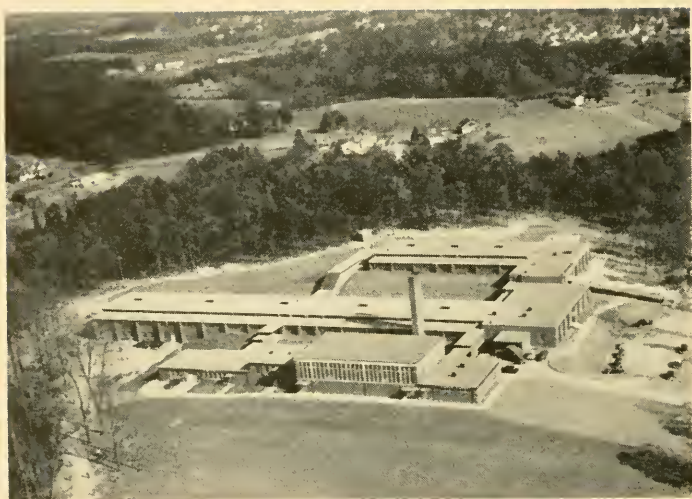
In compliance with G.S. 147-5, I am submitting the Biennial Report of the Superintendent of Public Instruction. This Report covers a period when my predecessor, the late Dr. Clyde A. Erwin, was in office. It is, therefore, largely a revision of the preceding Report made by him, with statistical information added for the past two years. It also includes my recommendations for the further improvement of the State's public school system during the ensuing biennium.

I wish to call your attention to the "In Memoriam" to Dr. Erwin, appearing on pages 7-12.

Respectfully submitted,

A handwritten signature in cursive script, reading "Chas. H. Carroll". The signature is written in dark ink and is positioned above the printed name of the signatory.

*State Superintendent of Public Instruction*



An aeroplane view of the new Hickory Junior High School



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Clyde Atkinson Erwin

**In Memoriam****CLYDE ATKINSON ERWIN****February 8, 1897 - July 19, 1952**

Clyde Atkinson Erwin, State Superintendent of Public Instruction for seventeen years, eight months, and twenty-five days, was born February 8, 1897, in Atlanta, Georgia. He died July 19, 1952, in Raleigh, N. C.

As a boy Clyde Erwin attended the public schools of Charlotte, Waco (Cleveland County), and Piedmont High School, from which latter school he graduated in 1914. He attended the University of North Carolina during the regular session of 1915-16 and subsequent summer sessions. He was awarded the Pd.D. degree by Catawba College in May, 1935, and the Ed.D. by North Carolina State College of Agriculture and Engineering in June, 1950.

Before his appointment as State Superintendent by Governor J. C. B. Ehringhaus on October 24, 1934, Dr. Erwin held a number of school positions. He was principal of Gault School, Jonesville, S. C., during 1916-17; Waco High School for two years, 1917-19; and Cliffside and Avondale public schools, Rutherford County, from 1919 to 1923. He served as Superintendent of Rutherford County Schools from 1925 to 1934. At the time of his death he was the nominee of his party, Democrat, for another four-year term as State Superintendent, having been chosen without opposition in the May primary.

As State Superintendent Dr. Erwin was an ex-officio member of the Governor's Council of State. He was also ex officio chairman of the board of trustees of East Carolina College, Greenville, and a member of boards of trustees of the State University, North Carolina College, and Agricultural and Technical College.

During his lifetime as an educator, Dr. Erwin held official membership in numerous State and national organizations. He was a life member of the National Education Association, member of the American Association of School Administrators, North Carolina Education Association (its president in 1932-33), National Committee on Education, Executive Committee and Chairman Legislative Committee of the National Council of Chief State School Officers in 1945-46; Vice-President of the National

Council of Chief State School Officers in 1948 and President in 1949.

Other organizations of which Superintendent Erwin was affiliated included the following: Chairman North Carolina Resource-Use Commission, 1943-1952; member Committee on Scouting in the Schools; member National Committee on School Savings; member Committee on Educational Buildings and Equipment of the American Council on Education; member National Policy Advisory Committee for Vocational Education, 1950-52; member Committee on National Teachers Examination of American Council on Education; member Committee on School Relationships, Boy Scouts of America; member North Carolina chapter of Horace Mann League; member National Commission of Safety Education; member of Editorial Advisory Board on *Education Digest*, 1950-53; member Board of Advisory Editors, *School Executive*; member National Home Economics Advisory Committee; and the Planning Committee of the Southern Association of Colleges and Secondary Schools in 1949-51.

He was also Educational Consultant for the TVA in 1950, and Consultant for the National Safety Council, The Educational Policies Committee of the NEA, the Rural Editorial Service for State Education Associations, the National Conference on Rural Education, Educator's *Washington Dispatch*, and the Regional Schools of the Southern Governor's Conference.

He served as Vice-President of the Regional Council for Education, Chairman of the National Conference on School Bus Transportation in 1948, Chairman of the U. S. Delegation to the Thirteenth International Conference on Public Education in Geneva in 1950, and State Chairman Conference of Christians and Jews in 1950.

Remarkable progress was made in public education in North Carolina during the administration of Superintendent Erwin.

A brief resumé of the evidences of progress will be found in Section III of this Report.

### **A Broad Concept**

Dr. Erwin made many speeches throughout the State and nation; he spoke out for public education as the right of a free people. Very few of his addresses were written; he spoke straight "from the cuff" and he had no peers in this respect. A few quotations, however, from the written record will suffice to indicate

his broad concept and his larger view of the meaning of public education. Some of these are the following:

"In considering the shaping of our educational system for the new era I also see the possibility of extension both below the first grade and beyond the twelfth grade."

"Education today must be devoted to the sanctity of child personality, to finding the individual needs and aptitudes of each child and to giving to each child, in the language of a brilliant North Carolina Governor, 'the opportunity to burgeon out all that is within him.' If every child could be given the training best suited to his ability and to his opportunity, the efficiency and happiness of society would be multiplied manifold."

"The possibilities of vocational education in remaking the social and economic life of a community are tremendous. . . . A broad program of vocational education should be made available in every high school. Vocational education as an integrated part of the school curriculum can assist in the work of reshaping and expanding the social and economic life of large areas, and can point the way to the people of the State in the utilization of opportunities and resources."

"I do know that in the midst of world conditions such as we face, the provision of an adequate educational program becomes one of the most important considerations of a democracy. And I do know that the children who come through the public schools of this period will be there ready to come to grips with the problems with which we are struggling today. I doubt if you and I and the people of our generation will be able to solve the problems which are looming up out of World War II, and certainly it is our solemn duty and responsibility to give to the next generation the intellectual implementation which will make it possible for them to see clearly, act courageously, and find their way to peace and security for which all of us long so deeply."

### **Held in High Esteem**

Dr. Erwin was held in high esteem and regard by his associates and by all who knew him. Upon his death many tributes were made to his personality, to the work to which he had dedicated himself, and to the accomplishments that had been made under his leadership. A few of these are the following:



Dr. J. W. R. Norton, State Health officer, said: "Dr. Erwin not only was a great educator but a true Christian statesman whose death has inflicted a loss upon every segment of our population. His contributions to public health were many and effective."

State Treasurer Brandon Hodges said: "His passing is a tremendous loss to education in North Carolina and the nation."

The Council of State adopted a resolution of tribute to Dr. Erwin signed by Governor Scott, Secretary of State Thad A. Eure, Auditor Henry Bridges, Treasurer Brandon Hodges, Agriculture Commissioner L. Y. Ballentine, Labor Commissioner Forest H. Shuford, and Insurance Commissioner Waldo Cheek, and approved by Attorney General Harry McMullan.

"In his position as State Superintendent of Public Instruction," the resolution read, "he has performed a service for the cause of public education in North Carolina and in the nation, which was of most outstanding character and which will forever resound to his credit and to the credit of the State."

"On Saturday July 19, 1952, the resolution notes, Clyde A. Erwin. . . , after having returned from Chicago, Ill., where he had rendered extensive service in drafting of the platform to be submitted to the National Democratic Convention, was suddenly and unexpectedly taken from us by a heart attack, which greatly shocked the people through the State as well as his close associates in the State government. . . ."

"In the death of Clyde A. Erwin. . . , the State of North Carolina has lost a great public servant and the cause of education a staunch supporter and advocator and the members of the Council of State. . . have lost a close personal friend."

In an open letter to the editors of the State's daily papers, John E. Ivey, Jr., Director Southern Regional Education Board, of which Dr. Erwin was vice chairman, wrote:

"The people of North Carolina, I am sure, sense the loss of a great citizen and a great public servant in the passing of Dr. Clyde A. Erwin. His contribution to the growth and strength of the State's education program was known and felt in every county. . . ."

Dr. Erwin gave the nation and the South imaginative and wise leadership as an education statesman. . . . His influence flowed into educational progress. . . . His ideas and energy were ex-



panded generously in helping build the regional program service to the South."

The daily press of the State paid high tribute to Dr. Erwin in many fine editorials. Typical of these were the following:

Asheville *Citizen-Times*: "He was a progressive leader in the cause of public education, a liberal without capital letters or any sort of posturing. His untimely death is a heavy loss to North Carolina and the nation."

Shelby *Star*: "He was a man about whom it could be said he was born to serve. He did serve ably and well."

Winston-Salem *Journal*: "Dr. Erwin was not a native of North Carolina, but no native of the State could have given the welfare of its school children more enlightened or devoted service."

Charlotte *News*: "Dr. Erwin was as much a diplomat as he was an educator. . . . The biennial battles with the Advisory Budget Commission and the General Assembly were waged calmly, but persistently. And through the years, Dr. Erwin led a crusade to educate the adults of North Carolina to the needs for a better education system for their children."

Dr. Erwin's immediate associates, members of the State Board of Education, also held him in high esteem, and respected his outstanding leadership. The following resolution was passed by the Board in respect to his memory:

"When Clyde Atkinson Erwin assumed the duties of State Superintendent of Public Instruction in 1934, the outlook for the public schools in North Carolina was exceedingly bleak. The nation was just beginning to grope its way out of the trough of the Great Depression. The State's annual appropriation for the public schools was a scant \$16,000,000. The compensation of teachers had been slashed until the average annual salary was only \$560.

"The eighteen years which Clyde Erwin served as State Superintendent of Public Instruction brought great progress to the schools of North Carolina. In that period the state's annual appropriation for the public schools was increased sixfold while the average annual teacher's salary was increased fivefold. During his administration, the State assumed the responsibility for the ninth month, instituted the twelfth grade, provided free textbooks for the elementary schools, established a retirement program for teachers and other State employees, authorized a comprehensive school health program, and appropriated \$50,000,000

for State school building aid. Few American states crowded so much educational advancement into such a brief space of time.

"The major share of the credit for this progress belongs to Clyde Erwin. An unusually gifted speaker, he addressed literally thousands of audiences in North Carolina, appealing with powerful eloquence for enlarged support of the schools. A statesman with a keen appreciation of realities, he never advocated advances which the State with its limited wealth could not finance. His own influence was multiplied by the confidence of the superintendents, principals and teachers which he always commanded and which he never abused.

"Dr. Clyde A. Erwin was a truly great public servant who will be sorely missed by the State which he served with such signal ability, fidelity and effectiveness. But in no official circle will he be missed more sincerely than in the State Board of Education. His fellow members respected him for his unusual professional attainments and found it easy to accept his recommendations. When the situation called for courageous action, he was not lacking in fearlessness but he was never arbitrary or dictatorial. With his sage advice, his wealth of professional knowledge, his infectious enthusiasm and his deep and affectionate understanding of the State, he contributed to wise decision and action. To his fellow members, he was always the courteous, considerate Christian gentleman, deeply interested in everything that concerned them.

"North Carolina lost a great citizen and a great public servant when Clyde Erwin fell asleep. In his leavetaking, the State Board of Education lost an able and much beloved member."

# Administration and Support

## STATE ADMINISTRATION<sup>1</sup>

### The State Board of Education

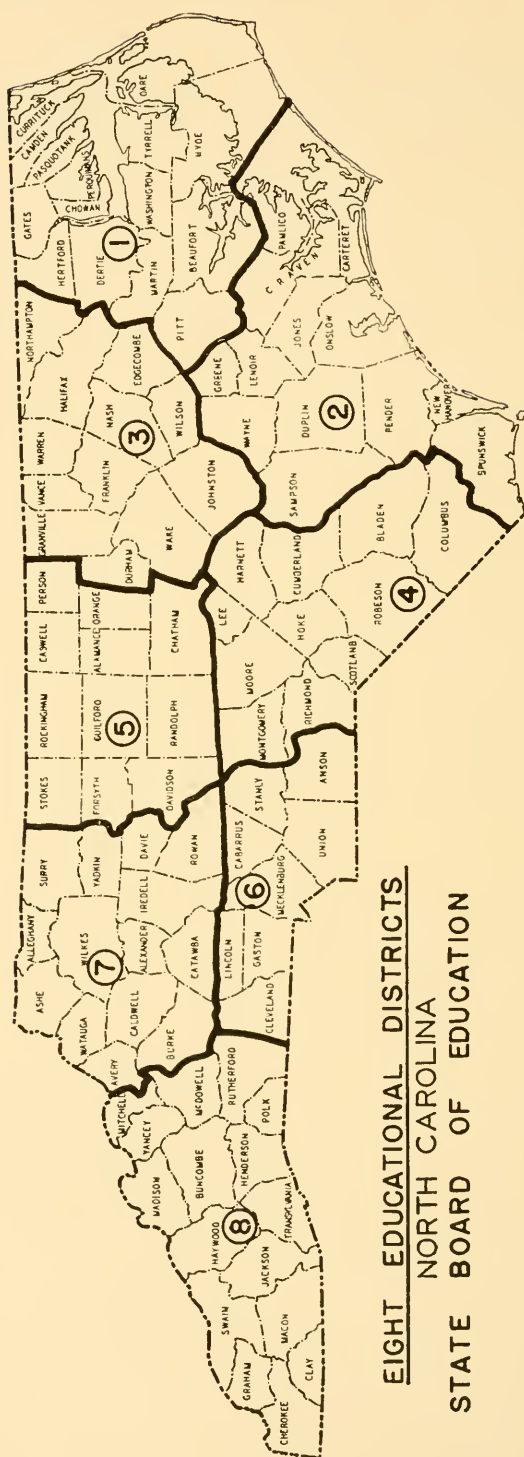
The Constitution of North Carolina, as amended in 1945, provides for a State Board of Education<sup>2</sup> composed of a membership of 13 persons, as follows: (a) three ex-officio members including the Lieutenant Governor, elected as chairman by the board, the State Treasurer, and the Superintendent of Public Instruction as ex-officio secretary; and (b) ten members appointed by the Governor and confirmed by the General Assembly in joint session, with two appointed from State at large and one appointed from each of eight educational districts as determined by the General Assembly. Appointments, subsequent to the first one, are made every two years for overlapping terms of eight years, in a 3-2-3-2 order. "The per diem and expenses of the appointive members shall be provided by the General Assembly."

*Powers and Duties.* The Constitution specifies that the State Board shall have the following powers and duties: It shall "succeed to all powers and trusts of the President and Directors of the Literary Fund and the State Board of Education as heretofore constituted." Also it shall have the power to "divide the State into a convenient number of school districts," . . . "regulate the grade, salary and qualifications of teachers," . . . "provide for the selection and adoption of the textbooks to be used in the public schools," . . . "generally to supervise and administer the free public school system of the State and make all needful rules and regulations in relation thereto."

More specifically, the State Board is empowered to (a) administer the State appropriations for instructional services; instructional materials, such as textbooks and libraries, plant operation, vocational education, transportation, and other operational costs; (b) make rules and regulations for certification of teachers, principals, supervisors, and superintendents; (c) make rules and regulations on census and attendance; (d) devise financial records and reports;<sup>3</sup> (e) approve powers for local administrative units'

<sup>1</sup> Excerpts from *Education in North Carolina, Today and Tomorrow*, A Report of the State Education Commission, 1948. Although this section of this Report was printed in the 1948-50 Report, it is being revised and reprinted since there is continued calls for such information.

<sup>2</sup> *The Constitution of North Carolina*, Article IX, Sections Eight and Nine, 1945.



**EIGHT EDUCATIONAL DISTRICTS**  
**NORTH CAROLINA**  
**STATE BOARD OF EDUCATION**

actions; (f) manage the State's permanent school fund; (g) determine the schools centers and attendance areas; and (h) administer federal funds for vocational education.

The Board is clothed with authority to make all rules and regulations necessary to carry out the purpose and intent of the law. The Board elects its chairman and vice-chairman.

In accordance with the law, regular Board meetings are held each month. Special meetings may be called by the secretary with the approval of the chairman. A majority of the Board constitutes a quorum for the transaction of business.

### **State Superintendent of Public Instruction**

The Constitution also provides for a State Superintendent of Public Instruction who "shall be the administrative head of the public school system and shall be secretary of the Board."<sup>3</sup> He is elected by popular vote for a term of four years. He serves as a member of the Council of State, as an ex-officio member of the State Board of Education, as ex-officio chairman of the Board of Trustees of East Carolina College, and as an ex-officio member of the Board of Trustees of the Greater University of North Carolina.

*Powers and Duties.*<sup>4</sup> As an elected State official, the law sets forth a number of general duties, three of which are: "to look after the school interests of the State and to report biennially to the Governor at least five days previous to each regular session of the General Assembly; to direct the operations of the public schools and enforce the laws and regulations thereto; to acquaint himself with the peculiar educational wants of the several sections of the State and to take all proper means to supply such wants by council with local school authorities, by lectures before teachers' institutes, and by addresses before public assembly relating to public school and public school work."

The State Superintendent is authorized, in addition to the aforementioned general duties, to perform certain specific duties, such as approving a program of studies for standard high schools, preparing a course of study for the elementary schools, approving plans for school buildings, and serving as executive officer of the State Board with regard to vocational education.

<sup>3</sup> *The Constitution of North Carolina*, Article IX, Sections Eight and Nine, 1945.

<sup>4</sup> *Public School Laws*, 1943, Paragraph 115-128.



### Relationships at the State Level

In implementing Sections 8 and 9 of Article IX of the Constitution relating to State educational organization, the General Assembly stated that one purpose of its Act<sup>5</sup> of 1945 was "to define and clarify the duties and responsibilities of the State Board of Education and the State Superintendent of Public Instruction in connection with the handling of fiscal affairs of the Board and such other duties and responsibilities as set forth in this Act."

*Division of Functions of State Board.* The act emphasizes that the State Board of Education is to be the central educational authority and, as such, is responsible for planning and promoting the educational system. At the same time, Section 5 of this act states that the duties of the Board are to be divided into two separate functions as follows: (a) "Those relating to the supervision and administration of the public school system, of which the Superintendent shall be the administrative head, except as they relate to the supervision and management of the fiscal affairs of the Board"; and (b) "Those relating to the supervision and administration of the fiscal affairs of the public school fund committed to the administration of the State Board of Education, of which the Controller shall have supervision and management."

*Secretary of Board.* Section 8 of this act prescribes the duties of the State Superintendent as secretary of the Board. Four of the ten enumerated duties are:

"1. To organize and administer a Department of Public Instruction for the execution of instructional policies established by the Board.

"2. To keep the Board informed regarding development in the field of public education.

"3. To make recommendations to the Board with regard to the problems and needs of education in North Carolina.

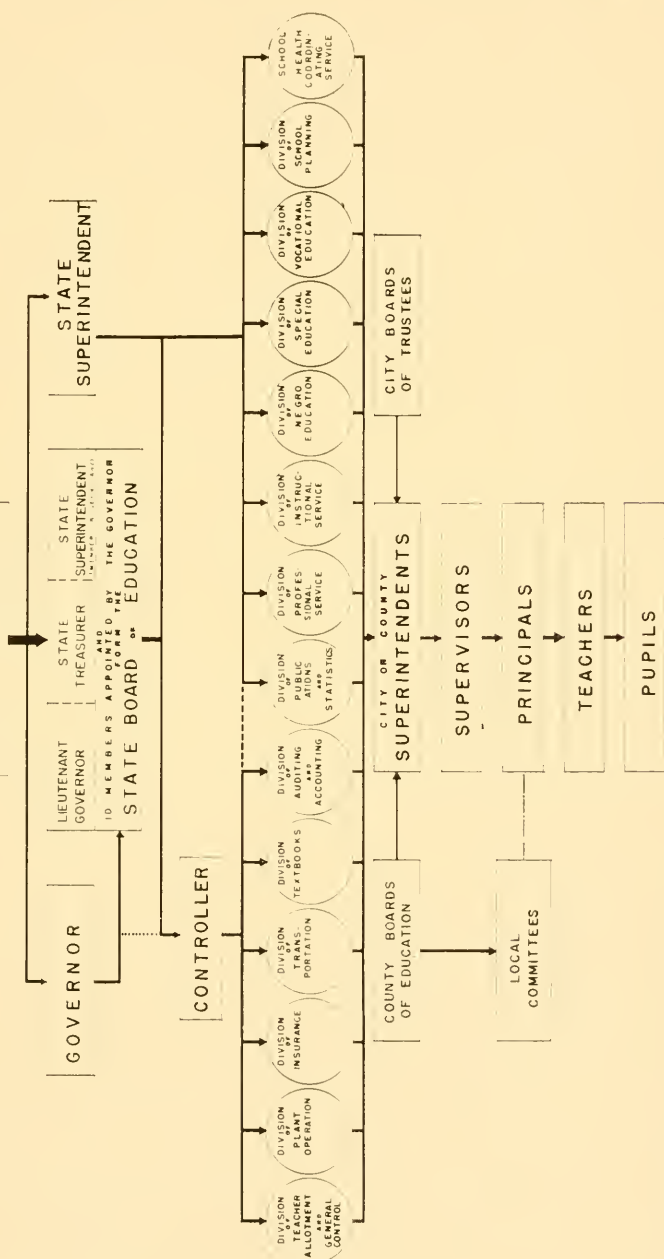
"4. To make available to the public schools a continuous program of comprehensive supervisory service."

*Controller.* Section 4 of this act provides for the appointment of the Controller by the Board, subject to the approval of the Governor. Section 9 states that "the Controller is constituted the executive administrator of the Board in the supervision and management of the fiscal affairs of the Board." This section then defines the fiscal affairs of the Board, thereby pointing out definitely the scope of responsibility for which the Board expects to look to the Controller for professional advice. Section 10 of the act sets forth in considerable detail the duties of the Controller and the procedures to be followed as he discharges his responsibilities.

<sup>5</sup> *Public Laws*, 1945, Chapter 530.



# ORGANIZATION CHART STATE DEPARTMENT OF PUBLIC INSTRUCTION STATE BOARD OF EDUCATION THE PEOPLE



Organization Chart

## NORTH CAROLINA PUBLIC SCHOOLS

### Staff and Services

In North Carolina the educational leadership provided by professional personnel at the State level is under the direction of the State Superintendent of Public Instruction and the Controller. There is also an Assistant State Superintendent and an Administrative Assistant who act for the State Superintendent in his absence and perform such other duties as he may direct. Other professional staff is organized by divisions, each of which is responsible, under the direction of the Superintendent, the Controller, or both, for rendering certain designated services. The names of these divisions with brief statements of their respective areas of responsibilities follow:

*Division of Instructional Service.* This division provides services as follows: inspection and accreditation of schools; general supervisory assistance in the improvement of instruction; preparation of curriculum bulletins and other publications for the use of teachers and other school personnel; and assistance in special areas, for example, resource-use education, visual aids, surveys, library, safety and adult education.

*Division of Negro Education.* This division, provided for by law (G. S. 115-30) renders special assistance to Negro schools, including inspection and rating of schools, supervisory activities, the improvement of training of teachers in cooperation with institutions of higher learning for the Negro race, and in race relations.

*Division of Professional Service.* This division, provided for by law (G. S. 115-29), has charge of the administration of the rules and regulations of the State Board of Education with regard to the certification of teachers; issues all teachers' certificates; rates teachers employed each year as to certificate held and teaching experience; and co-ordinates the work of the department with that of the various institutions of higher learning in the field of teacher education.

*Division of Publications and Statistics.* This division edits, compiles and prepares material to be printed, and distributes bulletins, forms, etc., to the local units and individuals; serves as the purchasing agency for all other divisions except plant operation, teacher allotment and general control, textbooks,

transportation, and a part of audits and accounting; and services all divisions in the matter of mail, distribution of supplies, and so on.

*Division of School Planning.* This division is concerned with plans for new buildings and their location and erection. Screening applications for State funds for school construction and making surveys are also parts of the work of this division.

*Division of School Health and Physical Education and School Health Coordinating Service.* This division is concerned with health instruction, physical education, safety, healthful environment, mental hygiene, and health services in the public schools. The work in the last-named area is a jointly administered service by the State Board of Health and the State Department of Public Instruction through the School Health Coordinating Service program.

*Division of Textbooks.* This division has charge of purchasing and distributing free basal textbooks and administering the rental system for high school books and supplementary reading in the elementary grades.

*Division of Teacher Allotment and General Control.* This division is responsible for applying the rules of the State Board governing applications of the local units for teacher allotments, and allots funds to be expended for the object of general control in the local budgets.

*Division of Auditing and Accounting.* This division is concerned with a continuous auditing, month by month, of expenditures by the local units from the State Nine Months' School Fund, and is charged with the accounting of all funds, State and Federal, under the control of the State Board of Education, including the appropriation for the State Department of Public Instruction (administration and supervision), Vocational Education, State Textbook Fund, Veterans Training Program, State Literary Fund, and any other funds expended for public school purposes. Its work includes all budget making, bookkeeping, writing vouchers, making reports, application of salary scales to local school personnel, and so on.

*Division of Plant Operation.* This division has charge of plant operation as set forth in the Nine Months' School Fund budget.

*Division of Transportation.* This division administers the school bus transportation system of the State—purchasing new buses, mapping bus routes and administering the rules of the State Board governing transportation.

*Division of Vocational Education.* This division administers the program of vocational education, which includes vocational agriculture, home economics, trades and industries, distributive occupations, guidance, vocational rehabilitation, veterans related training, school lunch program, veterans farmers training (under the G. I. Bill), and the program requiring the inspection, approval and supervision of those institutions and establishments offering on-the-job-training to veterans under the G. I. Bill.

*Division of Insurance.*<sup>6</sup> The responsibility of this division is that of administering the public school insurance fund, which was authorized by the General Assembly of 1949 to provide insurance on school property.

*Division of Special Education.*<sup>7</sup> This Division was created in 1947 “for the promotion, operation and supervision of special courses of instruction for handicapped, crippled, and other classes of individuals requiring special types of instruction.”

## LOCAL ADMINISTRATION

### Number and Size of Local Administrative Units

The public schools of North Carolina are administered through 100 county administrative units and 72 city administrative units. Except in those counties in which the 72 city units have been established, the county unit corresponds to the political government unit.

Each of the 100 county and 72 city administrative units existing in 1951-52 reported its average daily membership for that year. The distribution of these units by designated intervals of average daily membership is shown in the following table:

<sup>6</sup> General Statutes, Ch. 115, Art. 3D.

<sup>7</sup> General Statutes, Ch. 115, Art. 3B.

DISTRIBUTION OF ADMINISTRATIVE UNITS BY AVERAGE  
DAILY MEMBERSHIP

Average Daily Membership	No. of Administrative Units	
	County	City
1,500 or less .....	7	15
1,501 to 3,000 .....	10	28
3,001 to 6,000 .....	39	21
6,001 to 10,000 .....	26	4
10,001 to 15,000 .....	13	3
15,001 to 20,000 .....	5	0
20,001 to 25,000 .....	0	1
Total .....	100	72

For 1950-51 the county administrative units reported a total of 777 school districts for whites and 499 districts for Negroes. The number of school districts per county ranges from 1 to 22 for whites and from 1 to 13 for Negroes for the 97 counties having such districts.

### County Board of Education

County boards of education, the governing authorities for county units, consist of from 3 to 7 members. Of the 100 county boards in 1950-51, 27 each report 3 members; 60 each, 5 members; 7 each, 6 members; and 6 each report 7 members.

Members of county boards are nominated biennially in the party primaries and are appointed by the General Assembly for terms of 2, 4, or 6 years. When the names of the persons so nominated have been duly certified by the chairman of the county board of elections to the State Superintendent, he transmits the names of the nominees by political party to the committees on education of the General Assembly, which selects and appoints one or more from these candidates as members of the board of education of the county involved. Should the General Assembly fail so to elect or appoint board members, the State Board of Education, by law, fills the vacancies. The term of office of each member begins on the first Monday of May of the year in which he is elected and continues until his successor is elected and qualified.

The law prescribes four meetings each year and states that the board may elect to hold regular monthly meetings and such special meetings as the school business of the county may require.



### **Board of Trustees**

In city administrative units the governing authorities are boards of trustees. The number of members making up these boards ranges from three to twelve. The median number of members is six. Only one of the 72 boards has three members; 58 have either five, six, or seven members; and 13 have more than seven members.

Board members are named either by election by popular vote, by appointment, or by a combination of these two, except for 4 boards reported as being self-perpetuating.

### **Powers and Duties of County and City Boards**

The law<sup>8</sup> states that "it is the duty of the county board of education to provide an adequate school system for the benefit of all of the children of the county as directed by law." "The county board of education, subject to any paramount powers vested by law in the State Board of Education or any other authorized agency shall have general control and supervision of all matters pertaining to the public schools in their respective counties and they shall execute the school law in their respective counties." The law further states that city administrative units are to "be dealt with by the State school authorities in all matters of school administration in the same way and manner as are county administrative units."

Although the law sets forth specific duties in considerable detail, the general scope of the powers and duties of county and city boards are: (a) appointment of the superintendent; (b) budget administration and money management, including preparation of budget, financial accounting, financial report to the State Board of Education, presentation and support of budget requests to the board of county commissioners, administration of bond elections and bond issues, debt service accounting, and other fiscal management responsibilities; (c) school plant planning, maintenance, and operation; (d) administration of transportation; (e) planning and effectuating the educational program; (f) setting the school calendar; (g) appointment of district committeemen; (h) appointment of members of the superintendent's staff; (i) final approval of all employees' contracts; (j) acting as agent for the State Board of Education; and (k) other powers and duties.

<sup>8</sup> *Public Laws*, 1943, Chapter 115.



County boards depend upon county commissioners for approval of their respective school budgets and for the levying and collecting of such local taxes for school purposes as may be necessary to provide required local funds called for in their several budget estimates. Similarly, city boards depend upon city commissioners and/or upon county commissioners for approval of their budgets and for the levying and collecting of local taxes for school purposes to provide necessary local funds required in accordance with approved budget estimates. Both depend upon the State Board of Education for approval of their budget estimates.

### **County Superintendent of Schools**

The superintendent of schools of a county unit is appointed for a two-year term by the county board of education, subject to the approval of the State Board and the State Superintendent. He must be a resident of the county of which he is superintendent and cannot legally be regularly employed in any other capacity that may limit or interfere with his duties as superintendent. He serves as the administrative officer of the county board.

He must be a graduate of a four-year standard college, hold a superintendent's certificate, have had three years of experience in school work in the past ten years, and present a doctor's certificate showing that he is free from any contagious disease. With the approval of the State Superintendent, a county superintendent may serve as principal of a high school in his county or as a superintendent of a city unit in his county. The county superintendent may also serve as welfare officer.

The county superintendent's salary is determined in accordance with a State standard salary schedule fixed and determined by the State Board. However, his salary may be supplemented from local funds by authority of the county board. His salary may also be supplemented when he serves as a high school principal, as superintendent of a city unit in his county, or as county welfare officer.

### **City Superintendent of Schools**

The superintendent of a city unit is appointed for a two-year term by its board of trustees subject to the approval of the State Board and the State Superintendent. He serves as the administrative officer and ex-officio secretary of the board of trustees. Superintendents of city units must meet the same qualifications as county superintendents.

### Powers and Duties of Superintendents

The general powers and duties of county and city superintendents may be summarized as follows: (a) Accounting for finances (records and reports); (b) making records and reports to public; (c) taking census and directing attendance service; (d) preparing budget estimates; (e) directing storage, repair, and distribution of textbooks; (f) directing storage and distribution of supplies; fuel, etc.; (g) supervising transportation activities; (h) directing maintenance and operation of school plants; (i) directing library service; (j) directing operation of school lunch program; (k) directing health services; (l) securing and assigning the instructional personnel; (m) evaluating educational services involving testing, promotion, and efficiency of instruction; (n) allocating responsibility; (o) planning and implementing the educational program including reorganization, expansion, and facilities; (p) planning and administering the extra-curricular program, (q) planning and administering the community program.

### SCHOOL BUILDINGS

The erection of school buildings and the care of school property are responsibilities of county boards of education in county units and of city boards of trustees in city units. Construction is financed from funds raised by bond issues, borrowed money, tax levies, gifts, etc., and State grants.

As the following figures show there is a downward trend in the number of schoolhouses. This is due to the fact that when new buildings are erected, they often replace several small wooden structures.

#### NUMBER OF SCHOOLHOUSES

<i>Year</i>	<i>White</i>	<i>Negro</i>	<i>Total</i>
1919-20	5,552	2,442	7,994
1924-25	4,655	2,431	7,086
1929-30	3,460	2,365	5,825
1934-35	2,511	2,267	4,778
1939-40	2,123	2,084	4,207
1944-45	1,978	1,918	3,896
1945-46	1,977	1,882	3,859
1946-47	1,951	1,831	3,782
1947-48	1,937	1,782	3,719
1948-49	1,937	1,682	3,619
1949-50	1,919	1,640	3,559
1950-51	1,937	1,519	3,456
1951-52	1,934	1,370	3,304

The General Assembly of 1949 made an appropriation of \$25,-000,000 to aid the local units construct, improve and repair their school plant facilities. Provision was also made for a bond issue of another \$25,000,000 for this purpose upon a favorable vote of the people. Approximately all of this \$50,000,000 has been distributed to the various units by the State Board of Education upon the basis of approved projects and within the limits of the law.

The value of school property tends to increase, both in total and in value per pupil enrolled.

#### APPRAISED VALUE OF SCHOOL PROPERTY

Year	WHITE		NEGRO		TOTAL	
	Total	Pupil*	Total	Pupil*	Total	Pupil*
1919-20	\$ 21,670,514	\$ 45.32	\$ 2,387,324	\$ 11.20	\$ 24,047,838	\$ 34.80
1924-25	63,434,665	113.40	7,271,170	29.03	70,705,835	87.31
1929-30	98,946,273	162.92	11,475,042	44.20	110,421,315	127.37
1934-35	94,290,164	152.99	12,309,808	44.55	106,599,972	119.42
1939-40	103,724,982	167.36	15,154,892	55.93	118,897,874	133.46
1944-45	114,660,497	203.80	18,285,060	73.08	132,945,557	163.56
1945-46	120,457,515	211.01	19,339,763	76.66	139,797,278	170.05
1946-47	128,308,209	218.01	20,609,610	80.15	148,917,819	176.09
1947-48	142,868,760	239.79	23,198,447	89.21	166,067,207	194.04
1948-49	168,059,603	278.88	27,789,180	106.25	195,848,783	226.64
1949-50	196,797,199	314.29	34,211,069	127.38	231,008,069	258.47
1950-51	235,852,975	370.54	46,705,140	170.91	282,558,115	310.58
1951-52	287,262,871	448.09	63,381,987	232.01	350,644,858	383.52

\* Enrolled.

#### LENGTH OF TERM

By an amendment to the Constitution in 1917 the minimum school term was set at six months (120 days) effective for the first time in 1919-20. Districts or county and city units could by a vote of the people extend the term beyond this minimum. The General Assembly of 1931 assumed support of a six months term out of State funds on certain State standards of cost. Likewise, this General Assembly continued an appropriation for a longer term up to eight months in special high school districts. In 1933 an eight months State-supported school term was set up by legislative act. Ten years later the General Assembly increased the school term to nine months.

The accompanying table shows the average terms at five-year intervals from 1919-20 to 1944-45. Since 1944-45 the average term has been approximately 180 days in both white and Negro schools.

## AVERAGE TERM IN DAYS

<i>Year</i>	<i>White</i>	<i>Negro</i>	<i>Total</i>
1919-20	135.9	127.4	134.0
1924-25	148.0	136.3	145.2
1929-30	159.6	141.0	154.0
1934-35	160.3	159.0	159.9
1939-40	164.4	164.2	164.3
1944-45	178.4	178.5	178.4

## ENROLLMENT AND ATTENDANCE

During the war years, from 1939-40 to 1944-45, there was a decrease in enrollment in the public schools. Since 1944-45, however, there has been a tendency for both enrollment and attendance to increase, as the following table shows:

## ENROLLMENT AND ATTENDANCE

## Elementary Schools

<i>Year</i>	ENROLLMENT (Code a + e)			AVERAGE DAILY ATTENDANCE		
	<i>White</i>	<i>Negro</i>	<i>Total</i>	<i>White</i>	<i>Negro</i>	<i>Total</i>
1924-25	485,753	242,976	728,729	...	...	...
1929-30	505,589	244,413	750,002	398,886	173,747	572,633
1934-35	485,566	249,489	736,055	420,179	202,417	622,596
1939-40	456,331	231,359	687,690	411,684	195,084	606,768
1944-45*	461,683	222,063	683,746	412,942	186,197	599,139
1945-46	467,106	222,242	689,348	415,931	186,029	601,960
1946-47	465,436	221,259	686,695	413,220	182,803	596,023
1947-48	469,689	221,732	691,421	420,935	186,032	606,967
1948-49	472,933	221,070	694,003	428,711	189,249	617,960
1949-50	487,666	224,138	711,804	441,104	194,523	635,627
1950-51	494,258	225,597	719,855	449,671	198,560	648,231
1951-52	496,677	223,714	720,391	450,001	194,846	644,847

## High Schools

1924-25	72,240	6,976	79,216	...	...	...
1929-30	101,755	15,182	116,937	87,711	12,551	100,262
1934-35	129,748	26,845	156,593	115,464	23,373	138,837
1939-40	163,436	39,603	203,039	148,095	35,140	183,235
1944-45*	100,938	28,142	129,080	89,608	24,399	114,007
1945-46	103,747	30,024	133,771	91,448	25,536	116,984
1946-47	123,117	35,879	158,996	108,464	29,840	138,304
1947-48	126,123	38,309	164,432	111,678	32,373	144,051
1948-49	129,686	40,465	170,151	116,612	34,833	151,445
1949-50	137,501	44,440	181,941	123,508	38,556	162,064
1950-51	142,247	47,675	189,922	126,446	41,359	167,805
1951-52	144,404	49,474	193,828	128,556	42,703	171,259

## All Schools

1924-25	557,993	249,952	807,945	426,999	169,212	596,211
1929-30	607,344	259,595	866,939	486,507	186,298	672,895
1934-35	616,314	276,334	892,648	535,643	225,790	761,433
1939-40	619,767	270,962	890,729	559,779	230,224	790,003
1944-45*	562,621	250,205	812,826	502,550	210,596	713,146
1945-46	570,853	252,266	823,119	507,379	211,565	718,944
1946-47	588,553	257,138	845,691	521,684	212,643	734,327
1947-48	595,812	260,040	855,852	532,613	218,405	751,018
1948-49	602,619	261,535	864,154	545,323	224,082	769,405
1949-50	625,167	268,578	893,745	564,612	233,079	797,691
1950-51	636,505	273,272	909,777	576,117	239,919	816,036
1951-52	641,081	273,188	914,269	578,557	237,549	816,106

\* Beginning in 1943-44 elementary schools included grades 1-8.



As the table Enrollment by Grade shows, the distribution of enrollment by grades has improved within the seven-year period from 1944-45 to 1951-52. The proportion in all high schools increased from 19.2 per cent in 1944-45 to 21.2 per cent in 1951-52. The national average was 22.7 per cent in 1949-50.

ENROLLMENT BY GRADE (Code a + e)								
GRADE	WHITE				NEGRO			
	Number		Per Cent		Number		Per Cent	
	1944-45	1951-52	1944-45	1951-52	1944-45	1951-52	1944-45	1951-52
1	70,307	67,769	12.5	10.6	48,315	37,085	19.3	13.6
2	63,085	67,391	11.2	10.5	31,298	31,371	12.5	11.5
3	62,508	70,956	11.1	11.1	30,700	30,855	12.2	11.3
4	61,769	64,311	11.0	10.0	29,513	28,950	11.8	10.6
5	57,696	61,457	10.3	9.6	25,559	27,372	10.2	10.0
6	53,202	58,179	9.5	9.1	22,018	25,105	8.8	9.2
7	49,348	54,847	8.8	8.6	18,885	22,731	7.5	8.3
8	43,038	51,477	7.6	8.0	15,587	19,847	6.2	7.3
Ungraded	730	290	.1	.0	188	398	.1	.1
Elementary	461,683	496,677	82.1	77.5	222,063	223,714	88.8	81.9
9	36,934	46,938	6.6	7.3	11,336	17,254	4.5	6.3
10	31,772	39,018	5.6	6.1	8,480	13,668	3.4	5.0
11	24,524	31,924	4.4	5.0	6,467	10,568	2.6	3.9
12	7,591	26,489	1.3	4.1	1,850	7,960	.7	2.9
Ungraded	117	35	.0	.0	9	24	.0	.0
High School	100,938	144,404	17.9	22.5	28,142	49,474	11.2	18.1
Total	562,621	641,981	100.0	100.0	250,205	273,188	100.0	100.0

The safety patrol is an important factor in the low accident rate in school transportation





Transporting children to school is big business in North Carolina

There has been a slight decrease in the average number of elementary pupils per teacher within recent years, whereas a substantial increase is noted in the high schools.

**PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED**  
(Not including vocational teachers and classified principals)

	Elementary		High School		Total	
	White	Negro	White	Negro	White	Negro
1929-30	29.9	32.5	21.1	23.5	27.8	31.7
1934-35	33.9	35.0	33.9	33.0	33.9	34.8
1939-40	33.5	33.2	28.3	31.6	31.9	32.9
1944-45	31.2	30.5	21.6	23.5	28.9	29.5
1945-46	31.5	30.5	22.1	24.6	29.2	29.7
1946-47	31.3	30.7	23.2	25.6	29.2	29.8
1947-48	31.5	31.5	23.4	27.1	29.4	30.8
1948-49	30.8	31.8	27.8	31.7	30.1	31.8
1949-50	30.3	31.8	27.8	32.1	29.7	31.8
1950-51	30.1	31.8	27.2	31.0	29.4	31.7
1951-52	29.7	30.8	27.1	29.8	29.1	30.7

The relationship of pupils in average daily membership to average daily attendance indicates the holding power of the schools. As the following table shows high school pupils attend school better than elementary school pupils. Likewise, white children attend better than Negroes.

**PERCENTAGE OF MEMBERSHIP IN ATTENDANCE**

Year	WHITE			NEGRO			TOTAL		
	Elem.	H.S.	Total	Elem.	H.S.	Total	Elem.	H.S.	Total
1934-35	91.7	95.2	92.5	89.2	94.1	89.7	90.9	95.0	91.6
1939-40	94.1	95.7	95.4	90.1	93.9	90.7	92.8	95.3	93.4
1944-45*	93.6	94.8	93.8	89.6	92.6	89.9	92.3	94.3	92.6
1945-46	92.9	94.2	93.2	89.0	91.9	89.3	91.7	93.7	92.0
1946-47	92.2	94.0	92.6	88.1	90.7	88.4	90.9	93.2	91.3
1947-48	92.9	94.1	93.2	89.2	91.7	89.5	91.8	93.6	92.1
1948-49	93.6	94.7	93.8	90.3	92.6	90.7	92.6	94.2	92.9
1949-50	93.4	94.6	93.7	91.0	92.7	91.3	92.7	94.1	93.0
1950-51	94.0	94.5	94.1	92.0	93.1	92.2	93.3	94.2	93.5
1951-52	93.6	94.1	93.7	92.8	92.3	91.2	93.4	93.6	93.0

\* Elementary schools include grades 1-8 beginning this year.



### TRANSPORTATION

The following table shows how public school transportation has grown since 1919-20, when only 150 vehicles were used:

SCHOOL TRANSPORTATION					
Year	Schools Served	No. of Vehicles	Pupils Transported	Cost of Operation*	Cost Per Pupil
1919-20	...	150	7,936	\$ . . . . .	\$ . . . . .
1924-25		1,909	69,295	994,611.69	14.35
1929-30	1,266	4,046	181,494	2,273,287.55	12.53
1934-35	1,208	4,014	256,775	1,936,985.82	7.54
1939-40	1,469	4,526	334,362	2,417,659.65	7.23
1944-45	1,367	4,852	300,904	3,600,159.04	11.96
1945-46	1,364	4,897	308,191	3,688,809.59	11.97
1946-47	1,360	4,937	334,170	5,302,614.78	15.87
1947-48	1,459	5,214	348,100	6,593,196.20	18.94
1948-49	1,505	5,489	370,250	6,539,896.58	17.66
White	1,057	4,437	298,129	5,414,140.96	18.16
Negro	448	1,052	72,121	1,125,755.62	15.61
1949-50	1,538	5,846	396,783	6,110,739.16	15.40
White	1,080	4,658	313,747	4,901,132.03	15.62
Negro	458	1,188	83,036	1,209,607.13	14.57
1950-51	1,568	6,173	410,692	6,486,083.39	15.79
White	1,072	4,800	317,972	5,066,667.74	15.93
Negro	496	1,373	92,720	1,419,415.65	15.31
1951-52	1,563	6,515	421,020		
White	1,065	4,947	320,301		
Negro	498	1,568	100,719		

\* Including replacements.

### TEXTBOOKS

State purchase and distribution of textbooks began in 1935-36. Basal books for use in grades 1-7 were made free to pupils in 1937-38. The provisions of the law providing free basal books were made applicable to the eighth grade in 1945-46. Books used in the high school, grades 9-12, are now furnished to the schools under a rental plan. Rental fees are also charged for supplementary readers used in the elementary grades.

The following tables show the various aspects of the State's textbook program:

TEXTBOOK SALES AND RENTALS			
	Value of Books Sold	Rental Fees Collected	
		High School Books	Supplementary Readers
1935-36	\$59,644.45	\$ 36,069.29	\$ . . . . .
1939-40	5,876.31	286,735.04	84,266.62
1944-45	3,488.93	309,696.31	135,179.20
1945-46	4,696.18	200,160.15	165,884.55
1946-47	2,739.83	275,715.28	175,378.48
1947-48	2,665.19	363,514.31	181,208.14
1948-49	2,930.61	381,729.14	190,884.91
1949-50	1,919.03	415,604.90	202,441.64
1950-51	2,287.51	437,351.06	205,716.31
1951-52	1,489.18	535,130.01	211,570.44



"Read Us A Story"

### INVENTORY

(At the close of each fiscal year)

Year	Basal Elementary Books (Free)	High School Books	Supple- mentary Readers	Elementary Library Books	H. S. Library Books
1935-36	\$1,290,910	\$ 198,882	\$ . . . . .	\$ . . . . .	\$ . . . . .
1939-40	5,050,532	1,016,135	505,186	5,736	141,384
1944-45	5,096,135	1,767,157	835,460	263,130	180,645
1945-46	5,803,867	1,262,072	955,008	312,133	180,645
1946-47	6,704,720	1,327,801	1,069,213	379,693	228,506
1947-48	6,869,466	1,379,941	1,145,890	443,480	254,639
1948-49	6,417,529	1,401,646	1,285,135	505,653	264,174
1949-50	6,700,336	1,406,619	1,385,658	565,629	275,190
1950-51	6,968,118	1,386,110	1,559,326	638,160	292,170
1951-52	7,725,211	1,391,090	1,657,055	636,725	299,808

### EXPENDITURES

(This includes the cost of books, cost of rebinding and operating expenses)

Year	Basal Elementary Books (Free)	High School Books	Supple- mentary Readers	Elementary Library Books	H. S. Library Books
1935-36	\$423,474.19	\$232,636.16	\$ . . . . .	\$ . . . . .	\$ . . . . .
1939-40	193,324.74	225,131.92	19,115.09	4,180.12	75,422.60
1944-45	221,243.01	993,404.58	69,049.18	40,209.02	87,237.78
1945-46	498,449.31	170,745.31	79,491.17	47,495.34	75,422.60
1946-47	428,792.04	195,393.94	71,114.64	76,627.02	102,264.68
1947-48	907,486.67	354,077.11	95,100.71	73,788.59	52,056.51
1948-49	836,414.97	340,902.75	141,502.85	109,506.41	32,358.37
1949-50	982,179.10	305,377.10	116,778.16	101,523.05	33,859.96
1950-51	988,949.95	266,703.37	138,738.47	216,801.44	100,060.23
1951-52	1,568,305.33	370,756.15	148,217.44	176,073.54	107,320.93

## FINANCIAL SUPPORT

The public schools of North Carolina are supported by State, county, local and private funds.

The General Assembly, which meets biennially in January of odd years, makes annual appropriations for support of the twelve year program for a nine months term on State standards of cost. These standards include such items as salary schedules for all school employees, the number of pupils in average daily attendance for the allotment of teachers, the size of the school, and other budgetary information necessary for the current operation of the schools as determined by the State Board of Education.

### State Funds

The following table shows the appropriation expenditures from the General Fund for various school purposes from 1933-34 to 1951-52:

Reading is essential to the learning process



## APPROPRIATION EXPENDITURES

(Budget Reports)

Fiscal Year	Support of 9 Mos. Term (8 mos.)	State Board Adm. (Sch. Com.)	† Vocational Education	Purchase of Free Textbooks
1933-34	\$15,443,549	\$	\$ 80,839	\$
1934-35	16,664,711		84,990	
1935-36	20,223,211		131,953	
1936-37	22,111,307		151,425	
1937-38	23,708,589		227,156	
1938-39	24,872,505		241,628	
1939-40	25,850,029	59,468	300,054	
1940-41	26,924,922	59,014	333,290	399,272
1941-42	28,009,945	58,889	559,509	196,845
1942-43	30,312,482	58,660	639,073	200,000
1943-44	36,955,297	71,338	717,778	112,006
1944-45	37,823,324	78,517	819,241	152,349
1945-46	44,208,021	76,894	1,091,300	434,711
1946-47	50,587,689	94,652	1,536,248	304,698
1947-48	57,758,041	101,874	1,493,788	819,998
1948-49	69,070,146	111,297	1,923,031	739,169
1949-50	81,613,072	138,730	2,350,479	899,999
1950-51	89,537,047	148,186	2,614,069	899,211
1951-52	102,636,097	170,110	3,009,092	1,445,398

## APPROPRIATION EXPENDITURES (Continued)

(Budget Reports)

Fiscal Year	Voc. Textile Training School	Purchase of School Buses	Insur- ance	Total Appropriation Expenditures	Plus Dept. Public Instruction
1933-34	\$	\$	\$	\$15,524,388	\$ 57,576
1934-35				16,749,701	60,257
1935-36				20,355,164	80,295
1936-37				22,262,732	78,722
1937-38	*14,598			23,950,343	86,230
1938-39	*21,219			25,135,352	91,772
1939-40	*29,106			26,238,657	91,759
1940-41	*28,912			27,745,410	92,918
1941-42	*27,396			28,852,584	101,443
1942-43	*24,489			31,234,704	107,350
1943-44	62,932	650,000		38,569,351	120,843
1944-45	5,497	1,044,000		39,922,928	122,138
1945-46	8,759	1,338,764		47,158,449	133,366
1946-47	10,033	2,255,061		54,788,381	137,282
1947-48	37,499	2,443,902		62,655,102	166,711
1948-49	10,511	1,817,923		73,672,077	192,843
1949-50	34,018	2,040,000	50,000	87,126,298	238,913
1950-51	7,944	2,215,000	**7,498	95,413,959	252,329
1951-52	21,146	2,121,000		109,402,843	328,139

\* Adult education.  
\*\* Credit.

† Includes State administration in this area.

## Local Funds

In addition to these funds appropriated from the State Treasury, county and city units have certain funds either from taxes levied on property or from other sources which are used to supplement State funds in the operation of the public schools. Then, too, a number of the larger districts within county units have, under the law, voted a tax on property for the purpose of provid-



ing school facilities other than those provided with the use of State, county and local funds.

The local units are also responsible for capital outlay and debt service. In some few instances money is raised locally through gifts and money raising activities for the use of the local school.

The table below shows expenditures from county, city and district sources for recent years:

## EXPENDITURES FROM LOCAL FUNDS

Fiscal Year	Current Expense	Capital Outlay	Debt Service	Total
1933-34	\$ 1,950,306.27	\$ 942,409.03	\$5,709,358.57	\$ 8,602,073.87
1934-35	2,099,556.73	3,318,911.60	6,275,718.00	11,694,186.33
1935-36	3,109,939.61	4,313,313.37	6,477,238.53	13,900,491.51
1936-37	3,817,032.78	5,918,138.38	7,504,621.60	17,239,792.76
1937-38	4,436,624.96	5,217,243.40	6,809,279.05	16,463,147.41
1938-39	4,860,855.93	4,590,351.14	6,916,194.25	16,367,401.32
1939-40	5,136,723.59	3,804,400.24	6,809,941.71	15,751,065.54
1940-41	5,311,320.59	3,770,896.26	6,963,840.80	16,046,057.65
1941-42	5,920,586.41	4,095,917.78	7,181,737.55	17,198,241.74
1942-43	4,221,180.16	2,602,086.52	6,549,030.57	13,372,297.25
1943-44	6,484,295.18	1,655,345.97	6,608,158.55	14,747,799.70
1944-45	7,265,140.48	1,826,849.10	5,950,542.80	15,042,532.38
1945-46	7,979,704.66	3,147,430.76	5,968,357.45	17,095,492.87
1946-47	9,862,230.33	5,664,928.85	5,199,535.89	20,726,695.07
1947-48	12,471,674.01	13,936,643.85	4,978,474.21	31,386,792.07
1948-49	15,043,999.40	22,122,932.24	5,335,588.67	42,502,520.31
1949-50	16,214,185.16	**28,001,168.00	5,930,230.03	50,205,583.19
1950-51	18,329,551.29	**47,218,108.49	6,834,621.64	72,382,281.42

\* Includes \$5,688,403.86 State funds.

\*\* Includes \$19,960,343.86 State funds.



### Current Expenditures

The cost of operating the public schools tends to increase as the figures in the following table show:

Year	CURRENT EXPENSE			
	Federal Funds*	State Funds**	Local Funds	Total
1933-34	\$ 688,034.20	\$15,658,023.31	\$ 1,950,306.27	\$ 18,296,363.78
1934-35	451,862.29	16,702,679.05	2,099,556.73	19,254,098.07
1935-36	263,434.76	20,249,666.42	3,109,939.61	23,623,040.79
1936-37	285,339.98	21,447,700.60	3,817,032.78	25,550,073.36
1937-38	554,179.02	25,307,657.23	4,436,624.96	30,298,461.21
1938-39	601,716.47	25,348,706.63	4,860,855.93	30,811,279.03
1939-40	610,146.82	26,297,493.15	5,136,723.59	32,044,363.56
1940-41	1,133,215.50	27,751,261.46	5,311,320.59	34,195,797.55
1941-42	2,043,299.84	28,720,783.56	5,920,586.41	36,684,669.81
1942-43	2,085,004.84	31,397,524.31	4,221,180.16	37,703,709.31
1943-44	2,341,662.48	37,823,657.03	6,484,295.18	46,649,614.69
1944-45	3,357,469.23	39,465,521.35	7,265,140.48	50,088,131.06
1945-46	3,673,247.44	45,317,503.12	7,979,704.66	56,970,455.22
1946-47	6,628,280.85	53,684,606.65	9,862,230.33	70,175,117.83
1947-48	9,020,294.13	62,764,000.75	12,471,674.01	84,255,968.89
1948-49	10,895,204.12	73,698,346.65	15,043,999.40	99,637,550.17
1949-50	12,054,108.25	84,999,202.42	16,214,185.16	113,272,495.83
1950-51	11,428,404.56	95,276,063.21	18,329,551.29	125,034,019.06

\* Includes small amounts from philanthropic funds. \*\* Includes vocational textbook, and other State funds.

### Expenditure Per Pupil

Expenditures per pupil in average daily attendance are shown below:

Year	PER PUPIL EXPENDITURES			
	A. D. A.	Current Expense	Capital Outlay	Total
1924-25	596,211	\$ 35.27	\$21.72	\$ 56.99
1929-30	672,895	42.53	7.15	49.68
1934-35	761,433	25.29	4.36	29.65
1935-36	759,604	31.10	5.68	36.78
1936-37	762,881	33.49	7.76	41.25
1937-38	771,982	39.25	6.76	46.01
1938-39	790,502	38.97	5.81	44.78
1939-40	790,003	40.56	4.82	45.38
1940-41	786,374	43.49	4.80	48.29
1941-42	779,850	47.04	5.26	52.30
1942-43	753,140	50.06	3.45	53.51
1943-44	728,412	64.04	2.27	66.31
1944-45	713,146	70.24	2.56	72.80
1945-46	718,944	79.24	4.38	83.62
1946-47	734,327	95.56	7.71	103.27
1947-48	751,018	112.19	18.56	130.75
1948-49	769,405	129.50	28.75	158.25
1949-50	797,691	142.00	35.10	177.10
1950-51	816,036	153.22	57.86	211.08

## SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1950-51

Classification by Objects and Items	White	Negro	Total
<b>A. State Aid Paid Out By Units</b>			
61. General Control:			
611. Salaries: Superintendents	\$ 1,016,775.06	\$	\$ 1,016,775.06
612. Travel: Superintendents	64,209.24		64,209.24
613. Salaries Clerical Assistants	512,109.04		512,109.04
614. Office Expense	71,944.22		71,944.22
615. County Boards of Education	9,948.70		9,948.70
Total General Control	\$ 1,674,986.26	\$	\$ 1,674,986.26
62. Instructional Service:			
621. Salaries: Elementary Teachers	\$39,437,456.95	\$17,560,692.19	\$56,998,149.14
622. Salaries: High School Teachers	11,468,211.83	3,486,227.99	14,954,439.82
623. Salaries:			
1. Elementary Principals	1,659,791.82	481,859.15	2,141,650.97
2. High School Principals	2,991,942.58	925,439.44	3,917,382.02
Sub-total Instructional Salaries	\$55,557,403.18	\$22,454,218.77	\$78,011,621.95
624. Instructional Supplies	376,077.70	145,251.16	521,328.86
625. Salaries: Supervisors	584,099.32	284,254.09	868,353.41
Total Instructional Service	\$56,517,580.20	\$22,883,724.02	\$79,401,304.22
63. Operation of Plant:			
631. Wages: Janitors	\$ 1,780,844.13	\$ 363,453.50	\$ 2,144,297.63
632. Fuel	935,645.05	306,322.25	1,241,967.30
633. Water, Light, Power	369,559.88	85,164.66	454,724.54
634. Janitors' Supplies	225,202.50	78,585.39	303,787.89
635. Telephone	23,669.29	4,735.67	28,404.96
Total Operation of Plant	\$ 3,334,920.85	\$ 838,261.47	\$ 4,173,182.32
65. Fixed Charges:			
653. Compensation: School Employees	\$ 27,562.70	\$ 3,379.13	\$ 30,941.83
654. Reimbursement: Injured Pupils	2,111.58	3,193.43	5,305.01
Total Fixed Charges	\$ 29,674.28	\$ 6,572.56	\$ 36,246.84
66. Auxiliary Agencies:			
661. Transportation of Pupils:			
1. Wages of Drivers	\$ 853,915.46	\$ 235,345.00	\$ 1,089,260.46
2a. Gas, Oil, Grease	752,832.40	231,415.56	984,247.96
2b. Bulk Storage Tanks	24,815.15	6,352.87	31,168.02
3. Salaries Mechanics	789,354.96	214,409.49	1,003,764.45
4a. Repair Parts, Batteries	613,023.46	199,839.97	812,863.43
4b. Tires and Tubes	268,543.21	73,246.54	341,789.75
4c. Insurance and License	1,137.22	329.28	1,466.50
4d. Garage Equipment	73,330.08	14,891.56	88,221.64
5. Contract Transportation	23,334.80	16,113.80	39,448.60
Sub-total (1-5)	\$ 3,400,286.74	\$ 991,944.07	\$ 4,392,230.81
6. Major Replacements	1,287,071.31	378,275.35	1,665,346.66
7. Principals' Bus Travel	35,542.52	9,992.72	45,535.24
Total Transportation	\$ 4,722,900.57	\$ 1,380,212.14	\$ 6,103,112.71
662. School Libraries	252,552.20	78,233.75	330,785.95
664. Child Health Program	371,907.25	156,942.52	528,849.77
Total Auxiliary Agencies	\$ 5,347,360.02	\$ 1,615,388.41	\$ 6,962,748.43
Total Paid Out by Administrative Units	\$66,904,521.61	\$25,343,946.46	\$92,248,468.07
<b>B. State Aid Paid Direct:</b>			
Printing, etc.			\$ 11,952.85
Total Support of Public Schools			\$92,260,420.92

## SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1951-52

Classification by Objects and Items	White	Negro	Total
<b>A. State Aid Paid Out By Units</b>			
61. General Control:			
611. Salaries: Superintendents	\$ 1,146,315.52	\$	\$ 1,146,315.52
612. Travel: Superintendents	64,298.75		64,298.75
613. Salaries: Clerical Assistants	522,279.12		522,279.12
614. Office Expense	106,189.39		106,189.39
615. County Board of Education	9,984.22		9,984.22
Total General Control	\$ 1,849,067.00	\$	\$ 1,849,067.00
62. Instructional Service:			
621. Salaries: Elementary Teachers	\$44,825,260.96	\$19,789,250.21	\$64,614,511.17
622. Salaries: High School Teachers	13,004,664.64	4,139,439.28	17,144,103.92
623. Salaries:			
1. Elementary Principals	1,945,054.80	656,865.22	2,601,920.02
2. High School Principals	3,213,570.95	1,005,192.00	4,218,762.95
Sub-total Instructional Salaries	\$62,988,551.35	\$25,590,746.71	\$88,579,298.06
624. Instructional Supplies	456,159.05	175,256.29	631,415.34
625. Salaries: Supervisors	670,481.83	326,069.79	996,551.62
Total Instructional Service	\$64,115,192.23	\$26,092,072.79	\$90,207,265.02
63. Operation of Plant:			
631. Wages: Janitors	\$ 1,978,689.82	\$ 480,563.80	\$ 2,459,253.62
632. Fuel	1,062,903.06	342,978.21	1,405,881.27
633. Water, Light, Power	409,576.48	106,208.32	515,784.80
634. Janitors' Supplies	284,631.17	107,608.17	392,239.34
635. Telephone	28,895.96	6,675.83	35,571.79
Total Operation of Plant	\$ 3,764,696.49	\$ 1,044,034.33	\$ 4,808,730.82
65. Fixed Charges:			
653. Compensation: School Employees	\$ 33,454.65	\$ 2,267.96	\$ 35,722.61
654. Reimbursement: Injured Pupils	6,459.35	1,033.04	7,492.39
656. Tort Claims	38,616.23	8,298.03	46,914.26
Total Fixed Charges	\$ 78,530.23	\$ 11,599.03	\$ 90,129.26
66. Auxiliary Agencies:			
661. Transportation of Pupils:			
1. Wages of Drivers	\$ 880,635.43	\$ 272,036.68	\$ 1,152,672.11
2a. Gas, Oil, Grease	855,612.88	286,821.03	1,142,433.91
2b. Gas, Storage, Equipment	36,311.62	8,180.00	44,491.62
3. Salaries: Mechanics	887,286.49	258,851.73	1,146,138.22
4a. Repair Parts, Batteries	601,128.69	206,956.88	808,085.57
4b. Tires and Tubes	419,857.37	113,399.59	533,256.96
4c. Insurance and License	1,146.92	291.14	1,438.06
4d. Garage Equipment	14,276.12	3,053.96	17,330.08
5. Contract Transportation	23,042.95	11,931.27	34,974.22
Sub-total (1-5)	\$ 3,719,298.47	\$ 1,161,522.28	\$ 4,880,820.75
6. Major Replacements	1,559,142.85	469,450.79	2,028,593.64
7. Principals' Bus Travel	36,645.18	11,391.92	48,037.10
Total Transportation	\$ 5,315,086.50	\$ 1,642,364.99	\$ 6,957,451.49
662. School Libraries	317,188.44	103,484.71	420,673.15
664. Child Health Program	362,340.16	158,648.13	520,988.29
Total Auxiliary Agencies	\$ 5,994,615.10	\$ 1,904,497.83	\$ 7,899,112.93
Total Paid Out by Administrative Units	\$75,802,101.05	\$29,052,203.98	\$104,854,305.03
<b>B. State Aid Paid Direct:</b>			
Printing, etc.			4,496.18
Total Support of Public Schools			\$104,858,801.21

# The Instructional Program

## INSTRUCTIONAL PERSONNEL

### Number

Due to the change-over from a 7-4 plan of organization to an 8-4 plan in 1942-43, there has been an increase in the number of elementary teachers and a compensatory decrease in the number of high school teachers. Due to increasing average daily attendance and slight change downward in the basis of teacher allotment, there has also been a marked increase in the number of teachers in recent years.

The number of elementary principals, both white and Negro, tends to increase as the size of schools increase; whereas the

Art helps to enrich the school curriculum







Teacher study and preparation is essential to successful laboratory experiments

number of high school principals in accordance with the number of high schools tends to remain constant.

In 1949 provision was made for paying the salaries of supervisors of instruction from State funds. To such positions the State Board in 1951-52 allotted funds for paying the salaries of 254 persons, 171 white and 83 Negro. Several of the larger city units provided for the employment of additional supervisors to give attention to specific subject areas.

In the following table supervisors are included in the number of principals beginning with the year 1949-50:



## NUMBER OF TEACHERS

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		Total
	White	Negro	White	Negro	White	Negro	
1929-30	13,351	5,350	4,138	536	17,489	5,886	23,375
1934-35	12,383	5,810	3,776	687	16,159	6,497	22,656
1939-40	12,305	5,884	5,229	1,112	17,534	6,996	24,530
1944-45	13,252	6,105	4,140	1,037	17,392	7,142	24,534
1945-46	13,217	6,097	4,145	1,037	17,362	7,134	24,496
1946-47	13,207	5,961	4,667	1,164	17,874	7,125	24,999
1947-48	13,353	5,905	4,765	1,193	18,118	7,098	25,216
1948-49	13,923	5,955	5,069	1,319	18,992	7,274	26,266
1949-50	14,538	6,125	5,386	1,442	19,924	7,567	27,491
1950-51	14,937	6,244	5,624	1,591	20,560	7,835	28,395
1951-52	15,134	6,319	5,751	1,712	20,885	8,031	28,916

## NUMBER OF PRINCIPALS

Year	White	Negro	White	Negro	White	Negro	Total
1929-30	210	74	108	13	318	87	405
1934-35	221	61	658	116	879	177	1,056
1939-40	333	93	705	165	1,038	258	1,296
1944-45	368	102	718	193	1,086	295	1,381
1945-46	382	99	714	203	1,056	312	1,408
1946-47	388	109	706	199	1,094	308	1,402
1947-48	397	100	698	206	1,095	306	1,401
1948-49	410	105	688	211	1,098	316	1,414
1949-50*	563	173	695	212	1,258	385	1,643
1950-51	605	204	691	215	1,296	419	1,715
1951-52	635	235	682	208	1,317	443	1,760

\* Includes supervisors since this year.

One group gets practice in phrase reading while the other plays a number game



Town	Engineer	Conductor	Trainman
Easton	Lee	Paul	Bill Joe
Easton	Johnny	Dave	Stacy Vernon
Easton	Ralph	Eddie	George Jimmy
Asheville	Ramona	Bobby C	Bill Willard
Theberry	Ricky	Willard	Paul
Raleigh	Stan	Billy	Paul
Winston	Bobby	Robert	David
Winston	Robert	Jimmy	Stan Willard
Winston	Robert	Rocky	Stan Willard

Leaders  
 Linda T. Phyllis, Susan Brown  
 Mary Green, Nancy Carol  
 Sheri T. Susan Ann Beck  
 Diane Ellen Sandra Jones  
 Paul Lee Johnny Barnes  
 Ralph Bonnie David Lee  
 Rick Willard R. Stan  
 Robert Joe, R. C. Brown  
 JD Jimmy, Beck F

The following table gives the number of teachers and principals at each training level and the average training index for certain selected years:

# TRAINING OF TEACHERS, PRINCIPALS AND SUPERVISORS

## WHITE AND INDIAN

Year	2 yrs.	3 yrs.	4 yrs.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	Total	Index
1921-22	1,504	1,383	5,523	887	2,659	888	2,410		15,254	492.6
1922-23	1,487	1,233	4,952	1,731	2,813	2,190	3,512		16,948	552.4
1923-24	43	42	1,236	2,571	2,540	3,712	7,455		17,599	676.1
1924-25				681	1,636	4,218	10,364		17,017	741.5
1925-26				74	261	1,696	16,460		18,538	785.7
1926-27				74	261	1,696	16,460		18,538	785.7
1927-28				332	524	1,294	15,202	634	18,432	775.9
1928-29				31	415	1,294	15,202	524	18,359	771.9
1929-30				543	584	1,245	15,021	524	18,359	771.9
1930-31				746	674	1,439	14,863	741	18,912	767.7
1931-32				648	657	1,445	15,071	821	19,047	771.0
1932-33				589	633	1,660	15,828	899	20,092	772.8
1933-34				351	573	1,635	17,205	1,085	21,113	782.3
1934-35				305	436	1,483	18,045	1,365	21,790	788.7
1935-36				204	351	1,512	18,478	1,527	22,167	792.4

## NEGRO

Year	2 yrs.	3 yrs.	4 yrs.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	Total	Index
1921-22	1,567	739	1,510	68	519	38	113		4,554	351.7
1922-23	1,002	1,295	1,594	369	604	270	175		5,309	395.9
1923-24	431	587	1,250	1,063	740	1,160	720		5,951	525.7
1924-25		479	180	970	1,174	2,265	1,588		6,656	640.2
1925-26		159	23	76	244	1,830	4,906		7,298	752.6
1926-27		6	15	69	69	296	6,816	146	7,417	792.1
1927-28		5	17	69	63	294	6,809	148	7,405	792.3
1928-29		2	17	58	52	253	6,753	727	7,407	793.5
1929-30		1	10	49	41	208	6,706	376	7,391	798.6
1930-31		1	8	44	39	186	6,798	504	7,580	800.9
1931-32			5	35	28	169	7,012	691	7,941	804.2
1932-33			5	26	26	152	7,160	866	8,235	806.8
1933-34			3	22	24	122	7,308	996	8,475	808.8

## TOTAL

Year	2 yrs.	3 yrs.	4 yrs.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	Total	Index
1921-22	3,071	2,122	7,033	955	3,178	926	2,523		19,808	460.2
1922-23	1,489	2,528	6,546	2,100	3,447	2,460	3,687		22,257	515.1
1923-24	474	629	2,486	3,634	3,280	4,572	8,175		23,550	638.3
1924-25		186	251	1,551	2,810	6,826	11,952		23,673	713.0
1925-26		186	43	150	505	3,526	21,366		25,776	776.4
1926-27		37	347	484	535	1,390	22,018	780	25,849	780.6
1927-28		40	424	612	617	1,539	21,830	672	25,764	777.1
1928-29		27	441	804	726	1,692	21,616	1,013	26,319	775.5
1929-30		21	395	697	698	1,653	21,777	1,197	26,438	778.7
1930-31		17	385	633	702	1,846	22,626	1,403	27,612	780.5
1931-32		9	261	386	691	1,804	24,217	1,776	29,054	788.0
1932-33		4	127	331	492	1,635	25,205	2,231	30,025	793.6
1933-34			98	226	375	1,634	25,786	2,523	30,642	796.6

## Salaries

The first of the two following tables shows average salaries paid teachers and principals from both State and local funds. The second table gives the number of persons and average salaries paid from State funds.

### AVERAGE ANNUAL SALARIES, ALL FUNDS

#### A. Teachers (Excluding Vocational)

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		Total
	White	Negro	White	Negro	White	Negro	
1919-20	\$	\$	\$	\$	\$ 516.15	\$ 298.45	\$ 465.98
1924-25					835.11	455.41	760.17
1929-30	865.06	509.89	1,241.69	826.80	954.11	538.75	849.17
1934-35	607.88	405.47	668.32	504.20	620.93	415.31	561.29
1939-40	953.57	701.30	967.56	766.04	957.31	710.63	885.67
1944-45	1,286.03	1,309.83	1,327.28	1,265.45	1,294.34	1,304.46	1,297.33
1945-46	1,495.03	1,526.84	1,551.57	1,513.79	1,506.37	1,525.28	1,511.96
1946-47	1,678.04	1,731.93	1,727.95	1,713.20	1,689.21	1,729.35	1,700.81
1947-48	1,975.54	2,056.81	2,027.88	2,035.04	1,987.38	2,053.73	2,006.29
1948-49	2,275.43	2,385.64	2,350.17	2,340.52	2,292.74	2,378.60	2,316.81
1949-50	2,526.31	2,640.19	2,564.49	2,570.06	2,535.24	2,628.69	2,561.27
1950-51*	2,810.72	2,930.16	2,798.17	2,817.11	2,807.74	2,910.26	2,836.33

#### B. Principals and Supervisors\*\*

1929-30					2,405.36	1,344.37	2,177.44
1934-35	1,125.08	889.48	1,223.79	884.78	1,198.96	886.40	1,146.58
1939-40	1,592.82	1,312.01	1,731.16	1,281.44	1,686.78	1,292.13	1,608.17
1944-45	2,067.17	2,152.62	2,318.85	2,220.34	2,233.57	2,196.93	2,225.74
1945-46	2,419.19	2,415.68	2,703.70	2,605.14	2,604.54	2,562.70	2,595.50
1946-47	2,759.29	2,789.57	3,052.06	2,916.41	2,948.23	2,871.52	2,931.38
1947-48	3,207.07	3,247.19	3,414.85	3,287.44	3,339.52	3,294.29	3,325.27
1948-49	3,654.49	3,810.03	4,011.18	3,845.42	3,877.99	3,833.66	3,868.08
1949-50	3,857.37	3,797.05	4,309.80	4,234.90	4,106.97	4,038.15	4,090.84
1950-51	4,110.51	4,005.11	4,451.10	4,407.84	4,292.10	4,211.91	4,272.51

#### C. Vocational Teachers (Including Travel)

Year	White	Negro	Total
1934-35	1,338.45	848.46	1,283.29
1939-40	1,689.57	1,075.69	1,602.49
1944-45	2,153.33	1,960.80	2,114.29
1945-46	2,301.44	2,223.02	2,285.69
1946-47	2,711.81	2,508.55	2,671.01
1947-48	2,984.32	2,756.16	2,937.88
1948-49	3,412.14	3,231.55	3,375.89
1949-50	3,586.21	3,406.90	3,549.74
1950-51	3,896.29	3,676.37	3,850.01

\* Contingency salaries applicable to 1949-50 paid to teachers holding Graduate, Class A and Class B certificates.

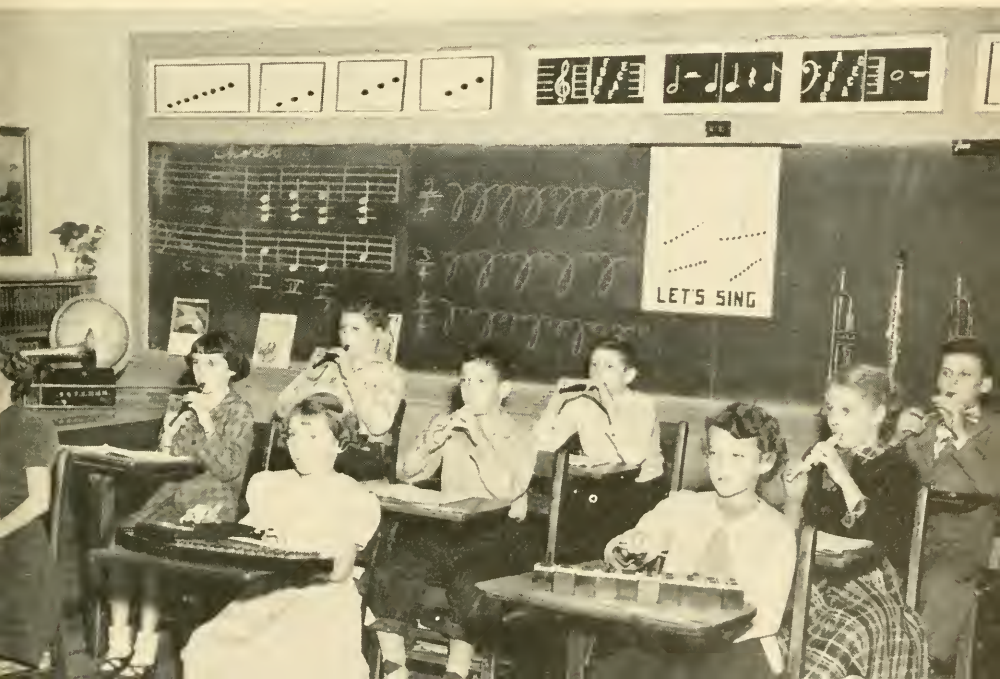
\*\* Supervisors beginning in 1949-50.





Creative expression is an important part of the music program

An understanding of a variety of instruments helps to enrich the public school music program





## NUMBER EMPLOYED AND AVERAGE SALARIES, STATE FUNDS

		WHITE		NEGRO	
		No.	Average	No.	Average
		A. Teachers			
Elementary :	1935-36	12,304	\$ 735.50	5,820	\$ 496.66
	1939-40	12,082	916.42	5,864	671.18
	1944-45	12,984	1,249.21	6,075	1,272.52
	1945-46	12,911	1,454.16	6,048	1,489.74
	1946-47	12,875	1,626.95	5,913	1,686.77
	1947-48	12,919	1,919.06	5,850	1,998.89
	1948-49	13,482	2,206.32	5,912	2,308.82
	1949-50	14,043	2,458.06	6,069	2,559.71
	1950-51*	14,380	2,742.52	6,164	2,848.91
	1951-52**	14,594	3,071.49	6,241	3,170.85
High School :	1935-36	3,544	779.12	720	579.55
	1939-40	4,279	905.80	982	709.53
	1944-45	3,122	1,257.83	814	1,247.49
	1945-46	3,049	1,479.64	802	1,467.54
	1946-47	3,523	1,643.75	929	1,648.05
	1947-48	3,534	1,941.56	952	1,938.64
	1948-49	3,782	2,223.87	1,066	2,223.62
	1949-50	4,035	2,460.19	1,171	2,459.24
	1950-51*	4,243	2,702.85	1,295	2,692.07
	1951-52**	4,337	2,998.54	1,393	2,971.60
Total :	1935-36	15,848	745.22	6,540	505.78
	1939-40	16,361	913.64	6,846	676.68
	1944-45	16,106	1,250.88	6,889	1,269.56
	1945-46	15,960	1,459.03	6,850	1,487.14
	1946-47	16,398	1,630.56	6,842	1,681.51
	1947-48	16,455	1,923.90	6,802	1,990.46
	1948-49	17,264	2,209.99	6,978	2,295.81
	1949-50	18,078	2,458.65	7,240	2,543.46
	1950-51*	18,623	2,733.48	7,459	2,821.68
	1951-52**	18,931	3,054.77	7,634	3,134.49
B. Principals					
Elementary :	1935-36	228	1,287.78	65	1,027.68
	1939-40	320	1,445.83	78	1,215.49
	1944-45	333	1,977.42	93	2,082.53
	1945-46	339	2,396.94	90	2,479.53
	1946-47	347	2,636.48	94	2,746.68
	1947-48	352	3,011.44	93	3,116.19
	1948-49	375	3,456.37	98	3,604.90
	1949-50	404	3,759.36	100	3,914.91
	1950-51*	418	3,970.80	119	4,049.24
	1951-52**	448	4,341.64	149	4,408.49
Total :	1935-36	680	1,440.16	131	1,051.91
	1939-40	705	1,679.25	169	1,227.36
	1944-45	711	2,284.04	191	2,191.36
	1945-46	705	2,666.17	201	2,561.80
	1946-47	704	2,959.78	199	2,876.09
	1947-48	691	3,352.71	202	3,241.49
	1948-49	684	3,917.48	208	3,785.87
	1949-50	682	4,368.35	213	4,156.14
	1950-51*	684	4,374.18	212	4,365.28
	1951-52**	677	4,746.78	210	4,786.63
Total :	1935-36	908	1,401.90	196	1,042.87
	1939-40	1,025	1,606.38	239	1,223.48
	1944-45	1,044	2,186.24	284	2,155.72
	1945-46	1,044	2,578.74	291	2,536.36
	1946-47	1,051	2,853.04	293	2,834.57
	1947-48	1,043	3,237.54	295	3,201.99
	1948-49	1,059	3,754.20	306	3,727.91
	1949-50	1,086	4,079.00	313	4,079.07
	1950-51*	1,102	4,221.17	331	4,251.66
	1951-52**	1,115	4,626.57	359	4,629.69
C. Supervisors					
	1949-50	152	3,052.55	73	3,043.60
	1950-51*	170	3,435.88	83	3,424.75
	1951-52**	171	3,920.95	83	3,928.55

\* Includes "contingency salaries" applicable to 1949-50.

\*\* Includes "contingency salaries" applicable to 1950-51.



Puppet making gives expression to both mind and hands

## ELEMENTARY SCHOOLS

The first eight years of the North Carolina twelve-year program constitute the elementary school. Approximately 79 per cent of the total enrollment in the public schools is in these elementary grades, 720,391 in 1951-52. The number of teachers, principals, and supervisors employed in these schools in 1951-52 was 21,990. Although the enrollment and teacher assignments in the elementary school are far greater than in the high school, there were only 809 elementary principals and supervisors against 906 high school principals and supervisors. This difference gives an indication of the number of union schools in the State with a total twelve-year program, and also indicates the existence within the State of several very small elementary schools.

Schools are classified as elementary, grades 1-8 or any combination thereof, and high school, grades 9-12. Although an ele-

mentary school is operated in connection with practically all high schools in county units, locally designated "High School," the statistics presented in the following tables include elementary grades and high school grades as separate schools.

As these figures show, there is a downward trend in the number of elementary schools, this trend due largely to the elimination of the smallest schools.

NUMBER ELEMENTARY SCHOOLS							
WHITE							
Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	978	1,003	1,129				3,110
1934-35	504	548	335	382	290	156	2,215
1939-40	274	336	313	384	315	171	1,793
1944-45	192	234	268	371	347	231	1,643
1945-46	177	220	279	376	334	231	1,617
1946-47	152	303	312	331	329	241	1,568
1947-48	136	181	280	344	346	250	1,537
1948-49	106	174	247	349	336	285	1,497
1949-50	79	156	232	324	350	324	1,465
1950-51	63	131	227	302	363	350	1,436
1951-52	51	97	210	317	353	364	1,392
NEGRO							
1929-30	1,153	916	295				2,364
1934-35	982	916	252	64	50	26	2,290
1939-40	777	872	251	77	55	31	2,063
1944-45	619	771	224	94	81	48	1,837
1945-46	590	753	239	90	83	46	1,801
1946-47	511	723	243	90	82	48	1,697
1947-48	461	694	240	92	82	52	1,621
1948-49	353	647	232	96	79	66	1,473
1949-50	284	621	225	96	83	78	1,387
1950-51	233	532	220	95	88	93	1,261
1951-52	175	408	186	104	102	116	1,091
TOTAL							
1929-30	2,131	1,919	1,424				5,474
1934-35	1,486	1,464	587	446	340	182	4,505
1939-40	1,051	1,208	564	461	370	202	3,856
1944-45	811	1,905	492	465	428	279	3,480
1945-46	765	975	518	466	417	277	3,118
1946-47	663	926	555	421	411	289	3,265
1947-48	597	875	520	436	428	302	3,158
1948-49	459	821	479	445	415	351	2,970
1949-50	363	777	457	420	433	402	2,852
1950-51	296	663	447	397	451	443	2,697
1951-52	226	505	396	421	455	480	2,483

The elementary curriculum in North Carolina is designed to provide for individual children, according to their needs and abilities, a balanced experience in reading, language, spelling, writing, arithmetic, social studies, health, physical education, art, music, and science. Through these subject areas children are given opportunities to gain competence in the basic skills and to develop properly in the important areas of physical and emotional maturity and good citizenship. In adapting and modifying the curriculum to varying community needs, emphasis is directed to

the necessity of planning a total program which promotes maximum child growth and development.

This curriculum is implemented by use of free textbooks. Library books, supplementary readers, maps and globes, art and construction supplies, music appreciation materials, and other instructional aids are also used in enriching the curriculum.

### HIGH SCHOOLS

A study of the North Carolina schools has revealed that the central problems in improving the educational opportunities for North Carolina youth is the small size of most high schools. The curriculum offerings for a large part of the high schools are limited to the five academic fields: English, mathematics, social studies, science and foreign languages. Three-teacher high schools attempt to offer four units in each of these subject fields, except for foreign languages in which only two units are offered. Such a program has been designed primarily for the small groups which will go to college and probably accounts for the tremendous withdrawal of pupils for whom opportunities are inappropriate.

NUMBER PUBLIC HIGH SCHOOLS					
WHITE					
Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	101	403	243	.	747
1934-35	49	416	207	53	725
1939-40	22	358	288	83	751
1944-45	18	356	284	60	748
1945-46	11	358	282	61	742
1946-47	29	292	336	78	735
1947-48	27	281	345	77	730
1948-49	27	265	350	87	729
1949-50	21	226	369	107	723
1950-51	22	196	376	127	721
1951-52	15	193	371	138	717
NEGRO					
1929-30	14	52	23	.	119
1934-35	69	86	24	10	189
1939-40	16	105	60	13	224
1944-45	41	116	60	13	230
1945-46	35	118	64	12	229
1946-47	28	109	73	18	228
1947-48	28	112	72	20	232
1948-49	29	108	74	25	236
1949-50	24	97	85	29	235
1950-51	24	79	99	34	236
1951-52	17	73	102	40	232
TOTAL					
1929-30	145	455	266	.	866
1934-35	118	502	331	63	914
1939-40	68	463	348	96	975
1944-45	89	472	344	73	978
1945-46	76	476	346	73	971
1946-47	57	401	409	96	963
1947-48	55	393	417	97	962
1948-49	56	373	424	112	965
1949-50	45	323	454	136	958
1950-51	46	275	475	161	957
1951-52	32	266	473	178	949



In high schools with six or more teachers, it becomes possible to vary the opportunities to suit the needs and abilities of a variety of students. The number of high schools with six or more teachers is increasing from year to year. In 1944-45 43 per cent of the schools had six or more teachers, whereas for the session 1951-52 there were 651 schools or 68.6 per cent with six or more teachers. However, the number of small high schools is still one of the greatest handicaps to the development of a satisfactory curriculum.

As is shown in the accompanying table the percentage of schools offering other than the five subjects mentioned above are as follows: Agriculture, 55; typewriting, 63; shorthand, 32; music, 15; industrial arts, 11; vocational shop and trades 6; art, 5; diversified occupations, 5; and distributive education, 2.

Only about half of the persons who enter high school graduate four years later. It has been found that the holding power of the larger high schools is greater than that of the smaller schools.

Practicing an original play provides opportunity for individual expression





## NUMBER OF HIGH SCHOOLS BY NUMBER OF TEACHERS, 1951-52

Number Teachers & Principals	Number of Schools						
	White			Negro			Total
	County	City	Total	County	City	Total	
1-2	14	1	15	14	3	17	32
3	54	1	55	6	5	11	66
4	58		58	21	2	23	81
5	76	4	80	29	10	39	119
1-5	202	6	208	70	20	90	298
6	95	3	98	20	8	28	126
7-11	249	24	273	58	16	74	347
12-16	59	16	75	11	11	22	97
Above 16	12	51	63	4	14	18	81
6 and above	415	94	509	93	49	142	651
Total	617	100	717	163	69	232	949

# NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS 1951-52

(From High School Principal's Annual Reports)

SUBJECTS (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
<b>ENGLISH:</b>						
English I	664	43,722	224	16,175	888	59,897
English II	674	38,495	224	13,120	898	51,615
English III	665	32,157	220	10,432	885	42,589
English IV	665	25,031	214	7,792	879	32,823
Dramatics	64	2,297	22	768	86	3,065
Speech	126	925	16	653	142	1,578
Journalism	63	1,164	6	159	69	1,323
Spelling	32	4,770	8	505	40	5,275
Library Science	21	351	3	68	24	419
Remedial English	4	165	0	0	4	165
Public Speaking and Debating	3	128	0	0	3	128
<b>MATHEMATICS:</b>						
General Mathematics	536	26,097	192	13,134	728	39,231
General Mathematics II	0	0	10	459	10	459
Algebra I	617	30,559	206	10,708	823	41,267
Algebra II	396	14,291	94	3,394	490	17,685
Plane Geometry	447	10,563	135	3,659	582	14,222
Solid Geometry	45	848	6	172	51	1,020
Trigonometry	38	767	1	10	39	777
Advanced Algebra	24	442	0	0	24	442
<b>SOCIAL STUDIES:</b>						
Citizenship	499	24,975	190	11,299	689	36,274
World History	440	16,195	153	7,433	593	23,628
U. S. History	611	31,271	198	9,858	809	41,129
Economics	366	8,576	123	3,699	489	12,245
Sociology	337	9,039	136	4,000	473	13,039
Problems	109	1,782	31	989	140	2,771
Geography	215	5,121	57	1,454	272	6,575
Ancient History	45	349	11	301	56	650
Modern History	52	162	3	101	55	263
Occupation Course	6	285	2	60	8	345
Negro History	0	0	6	317	6	317
Guidance	6	195	9	228	15	423
N. C. History	1	126	0	0	1	126
<b>SCIENCE:</b>						
General Science	528	22,311	185	10,148	713	32,459
Biology	639	37,543	215	12,846	854	50,389
Chemistry	381	8,377	168	5,862	549	14,239
Physics	245	4,320	97	2,054	342	6,374
Physical Science & Senior Science	8	224	0	0	8	224
Photography	0	0	1	9	1	9
Advanced Biology	1	52	0	0	1	52
Aviation	1	29	0	0	1	29
Radio	2	109	0	0	2	109
<b>HEALTH AND SAFETY:</b>						
Health	64	41,125	178	13,388	242	54,513
Safety	15	544	13	637	28	1,181
Driver Education	18	1,478	7	230	25	1,708
First Aid	1	50	0	0	1	50
<b>PHYSICAL EDUCATION:</b>						
	657	50,819	100	11,222	757	62,041
ART:	29	1,786	18	1,098	47	2,884
MUSIC:	100	7,351	55	3,277	155	10,578
Glee Club	72	5,062	23	1,136	95	6,198
Band & Orchestra	52	3,479	11	2,399	63	5,878

**NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS**  
**1951-52 (Continued)**

SUBJECTS (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
<b>VOCATIONAL AND PREVOCATIONAL:</b>						
Agriculture I	449	13,929	114	3,176	563	17,105
Agriculture II	422	6,641	112	2,325	534	8,966
Agriculture III-IV	415	7,071	96	1,880	511	8,951
Home Economics I	582	19,035	187	7,295	769	26,230
Home Economics II	564	14,509	177	5,518	741	20,027
Home Economics III & IV	373	6,500	139	3,525	512	10,025
Family Life	9	319	0	0	9	319
Home Crafts	1	14	0	0	1	14
Commercial Cooking	0	0	1	8	1	8
Home Arts (Boys)	6	74	0	0	6	74
Industrial Arts	69	3,844	44	1,820	113	5,664
Mechanical Drawing	2	51	2	152	4	203
Vocational Shop	69	2,044	18	517	87	2,561
Woodwork	9	448	5	137	14	585
Auto Mechanics	0	0	9	244	9	244
Other Trades, as Bricklaying, Car- pentry, etc.	1	25	32	981	33	1,006
Diversified Occupations	40	980	14	238	54	1,218
Distributive Educ.	26	683	4	137	30	820
<b>BUSINESS EDUCATION:</b>						
General Business	211	7,754	42	1,285	253	9,039
Typewriting I	562	23,502	95	3,096	657	26,598
Typewriting II	462	10,988	55	1,203	517	12,191
Business Arithmetic	131	3,421	25	590	156	4,011
Elementary Book- keeping	326	8,137	17	394	343	9,531
Advanced Book- keeping	44	499	1	11	45	510
Shorthand I	321	6,631	46	886	367	7,517
Shorthand II	116	1,370	12	111	128	1,481
Business English	31	985	1	8	32	993
Salesmanship	12	280	0	0	12	280
Business Law	21	546	3	104	24	650
Business Geography	8	178	2	54	10	232
Office Practice	28	659	4	45	32	704
Business Machines	2	93	0	0	2	93
Retail Practice	1	18	0	0	1	18
<b>FOREIGN LANGUAGE:</b>						
French I	452	7,581	187	6,187	720	13,768
French II	382	4,786	173	4,155	555	8,901
Latin I	118	3,513	10	444	128	3,957
Latin II	115	2,831	10	281	125	3,122
Latin III & IV	6	97	0	0	6	97
Spanish I	77	2,645	8	318	85	2,963
Spanish II	81	1,718	8	200	89	1,918
Spanish III	1	14	0	0	1	14
<b>OTHER SUBJECTS:</b>						
Psychology	6	324	1	9	7	333
Religious Education	0	0	5	268	5	268
Bible I	50	2,151	0	0	50	2,151
Bible II	13	282	0	0	13	282
Bible III	1	18	0	0	1	18
Folk Dancing	2	104	0	0	2	104
Nature Study	1	25	0	0	1	25
Child Development	1	38	0	0	1	38
Consumer Economics	2	39	0	0	2	39
Resource-Use	1	43	0	0	1	43
R.O.T.C.	1	307	0	0	1	307

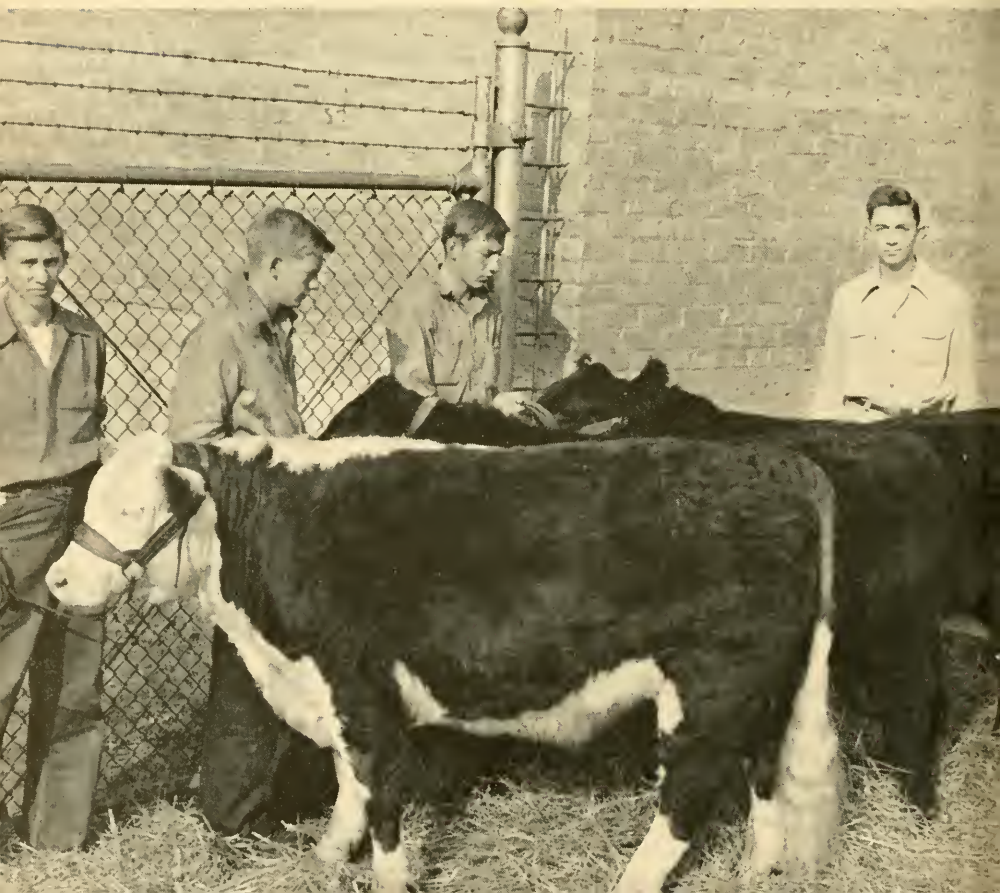
## ENROLLMENTS BY GRADES—1951-52

Grade	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Ninth		46,938		17,254		64,192
Tenth		39,018		13,668		52,686
Eleventh		31,924		10,568		42,492
Twelfth		26,489		7,960		34,449
1 Special		35		24		59
Total	717	144,404	232	49,474	949	193,878

## VOCATIONAL EDUCATION

For some years an attempt has been made to emphasize the courses in agriculture and homemaking, particularly in the rural schools. In recent years there has been considerable growth in the number of courses offered in trade and industrial education and distributive education. Because of the emphasis given to such courses, special reports are added on these subjects.

b. These boys win first place in 3-steer group at fat stock show and sale





a. Farm boys learn use of band saw in the school shop

### **Agricultural Education**

The course of study for agricultural pupils is planned so as to give them a well-rounded education. The whole work is based on the idea of finding out the needs of the people who live in the community and then teaching the things that will help to meet these needs. The fundamental principle is the getting of an education for life on the farm.

Agricultural instruction attempts to give the pupil the fundamental principles underlying farming in a given community and to show how such principles may be put into practice to secure the best results. The pupil studies the growing, cultivation, harvesting and selling of crops; the selection, breeding, feeding, care, management and marketing of livestock; the production of fruit; the soil; crop rotation; how to handle machinery and to do the ordinary repair and construction jobs that arise on the farm; how to avoid or control injurious insects or diseases; and the keeping of farm accounts and records. The studies are related to life on the farm, the community being the pupil's laboratory.





Veterans and instructor look for boll weevils

Realizing that a pupil must know the "how" as well as the "why" of farming, each pupil is required to do some kind of practical work either on his home farm or the school farm which enables him to put into practice the principles learned through instruction. For example, a boy may be making a study of crops. Then he will be asked to be responsible for the growing, harvesting and marketing of some particular crop or crops. He keeps accurate records of his transactions and at the end of the year he is able to tell how much he made or lost on the crop. Thus definite and practical instruction in agriculture and farm accounting are brought to the boy on his home farm.

The teacher of agriculture is on the job twelve months in the year. This means that a well-trained man, a graduate of an agricultural college, is in the community all the time. When school is not in session he spends his time supervising and helping the

boys with their practical work, advising and assisting the farmers with their various farm problems and acting as a leader in any movement for the good of the community.

There are two student associations, one for whites and the other for Negroes, through which a large part of the agricultural program is made real and vital.

The North Carolina Association of Future Farmers of America, the white student organization, was formed in 1928 with 80 chapters having a total membership of 2,804. This association has grown year by year, except during World War II, until there were in 1951-52 a total of 428 chapters having 21,607 members.

The North Carolina Association of New Farmers of America, an organization of Negro farm boys studying vocational agriculture in the public schools of the State, had its beginning during the school year 1926-27. There were 26 local chapters with a total membership of 639 the first year. Now, 1951-52, there are 115 chapters having a total actual membership of 6,708.

Principal objectives of these associations include training in leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and participation.

Among other activities, members learn the principles of modern farming and American citizenship through active participation in how to conduct and take part in public meetings, to speak in public, to buy and sell cooperatively, to solve their own problems, to finance themselves, and to assume civic responsibility.

The following table shows the growth of the vocational agriculture program from its inception in 1918-19 to the present:

EXPANSION OF VOCATIONAL AGRICULTURAL PROGRAM

Year	Number of Schools	All-Day Enrollment	Evening Class Enrollment	Total Enrollment	Financial Returns on Supervised Projects
1918-19	29	323	—	323	\$ 41,480.85
1919-20	44	721	—	721	59,741.64
1924-25	105	2,943	2,350	5,293	600,477.03
1929-30	154	5,300	5,220	10,520	1,407,642.23
1934-35	276	11,177	7,700	18,877	1,936,357.01
1939-40	403	18,621	13,626	32,247	2,077,233.77
1944-45	398	12,572	7,908	20,480	1,660,431.87
1945-46	427	13,430	12,917	26,347	1,635,763.33
1946-47	471	16,693	5,788	22,481	2,996,281.97
1947-48	481	19,636	8,264	27,900	3,795,149.29
1948-49	496	19,985	5,748	25,733	3,659,791.00
1949-50	538	21,756	8,339	30,095	2,993,941.47
1950-51	542	26,575	9,566	36,141	2,094,717.68
1951-52	553	28,315	13,300	41,651	3,738,330.27

The financial burden of teaching agriculture is a partnership affair between Federal, State and local governments. Amounts provided from each of these sources for certain years indicated are presented below:

**EXPENDITURES FOR VOCATIONAL AGRICULTURE**  
(Not including Teacher Training)

Year	Local	State	Federal	Total
1925-26	\$ 75,741.39	\$ 46,427.68	\$122,168.53	\$ 244,337.60
1929-30	167,444.71	63,106.15	141,802.56	372,353.42
1934-35	136,166.34	39,773.82	173,994.21	349,934.37
1939-40	224,264.45	129,706.33	328,136.65	682,107.43
1944-45	281,877.59	231,172.36	334,508.17	847,558.12
1945-46	326,293.51	351,311.15	340,879.91	1,018,484.57
1946-47	372,969.51	437,589.48	340,879.91	1,151,438.90
1947-48	486,910.15	568,727.76	477,795.08	1,533,432.99
1948-49	561,969.83	745,738.85	477,795.08	1,785,503.76
1949-50	649,631.33	851,853.31	447,808.68	1,949,313.32
1950-51	678,472.06	855,564.62	427,215.22	1,961,251.90
1951-52	748,095.89	980,430.89	449,956.75	2,178,483.53

Governor Scott signs statement praising F.F.A.'s for their outstanding accomplishments





### Veterans Farmer Training Program

The Veterans Farmer Training Program is provided for Veterans of World War II who have had as much as 90 days active service and who are now operating farms on a self-proprietorship basis as owners, leasors, or renters.

Farm training for this group is made possible by a special contract between the Veterans Administration and the State Board of Education. The Program is financed by tuition paid by the Veterans Administration to the State Board of Education on a cost basis. The State Board of Education, through the State Department of Public Instruction, is responsible for the operation, administration, and supervision of the program in cooperation with the local administrative units. The training is offered only in high schools having vocational agriculture departments and the local teacher of agriculture is responsible for the supervision of the program in the local community. The regular teacher of agriculture must have one assistant teacher for each 18 to 20 veterans enrolled.

The length of the training program for each veteran enrolled is from one to four years, depending on: (1) Length of entitlement granted the veteran by the Veterans Administration; (2) Past experience and training; (3) Progress made in training and farming.

Instruction is based on the type of farming most profitable in the area and the skill needed in carrying out the individual farm plans. Farm management, farm mechanics, crop and live-stock production, and soil conservation are the main units of instruction given.

#### SOME ACCOMPLISHMENTS OF 48,711 VETERANS ENROLLED IN THE INSTITUTIONAL-ON-FARM TRAINING FOR THE YEARS 1946-1952.

Practices	Total Number	Number Different Individuals Participating
Dwellings Painted	17,481	16,304
New Dwellings Built	6,005	6,005
Farm Shops Built & Equipped	1,587	1,587
Electricity Installed in Homes	17,271	16,573
Bath Rooms Installed	5,319	5,298
Running Water Systems Installed	10,296	10,744
Farmsteads Landscaped	20,787	20,252
Acres of Land Reforested	44,602	1,330
Quarts of Food Canned	3,725,751	34,420
Changed Farm Status from Renter to Owner	5,974	5,974
Milk Cows Acquired	52,884	29,066
Beef Cattle Acquired	33,101	12,122
Farm Tractors Acquired	11,629	11,540



Home decorating and dress making are vital aspects of the home economics course

### Homemaking Education

The homemaking education program in the high schools of the State has as its major goal the training for a satisfactory home life and is directed toward solving the problems experienced by family members of all ages. These problems arise from the need for managing the income; for providing adequate food, clothing and housing; for maintaining health and caring for the sick within the home; for the care and guidance of children, and for maintaining harmonious relations within the family group.

Since the mother in the home is a source of strength on which all members depend, it is vitally important that the mothers of tomorrow be prepared for their role. Many girls go into homes of their own during early adulthood. Through class work, home experiences, Future Homemakers of America and New Homemakers of America chapter work, these pupils have opportunities to develop skills, attitudes, appreciation and leadership. In addition to her classroom teaching, the vocational homemaking teacher visits the families of her community in order to gain a better understanding of basic family interests and needs, supervises home experiences which grow out of class instruction, and conducts homemaking classes for the adults who are interested



in learning skills of modern housekeeping as well as newer knowledge in family living.

The two homemaking student organizations, Future Homemakers of America (white) and New Homemakers of America (Negro), are affiliated with the National organization. The purposes of both organizations are similar; to promote wholesome development of youth, better home living, democratic ways of working together for common good, and greater appreciation for home and family life.

The activities of both organizations are varied—raising funds for worthy projects; home, school and roadside beautification; sharing with less fortunate families both here and abroad; and providing camping and recreational activities. Through the efforts of these organizations hundreds of dollars worth of equipment have been added to homemaking departments to make them more attractive and functional.

These high school girls make inexpensive furniture as a project in the "home-ec" class





Vocational home economics funds are also used to provide adult evening classes

New equipment, typical of that used in the homes in the community, has been added to the homemaking departments in order that learning might become a part of daily living. Many old departments have been renovated in recent years, and new buildings nearly always include increased space and facilities for this program. At the present time there are 868 homemaking departments in the State, 478 of which receive reimbursement from State and Federal vocational funds.

#### GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

Year	Teachers	Enrollment	Evening Classes	
			Number	Enrollment
1918-19	3	100		
1919-20	23	814	20	323
1924-25	140	5,552	334	3,925
1929-30	231	10,216	271	3,501
1934-35*	87	5,283	355	6,761
1939-40	289	20,981	302	4,718
1944-45	406	29,162	139	2,334
1945-46	417	28,371	105	1,904
1946-47	412	26,428	132	4,890
1947-48	410	27,738	146	3,757
1948-49	410	28,678	**	3,662
1949-50	436	32,203	223	3,046
1950-51	467	33,372	245	5,605
1951-52	480	35,174	274	5,811

\*Beginning this year the figures concern only departments financed in part by Federal funds.

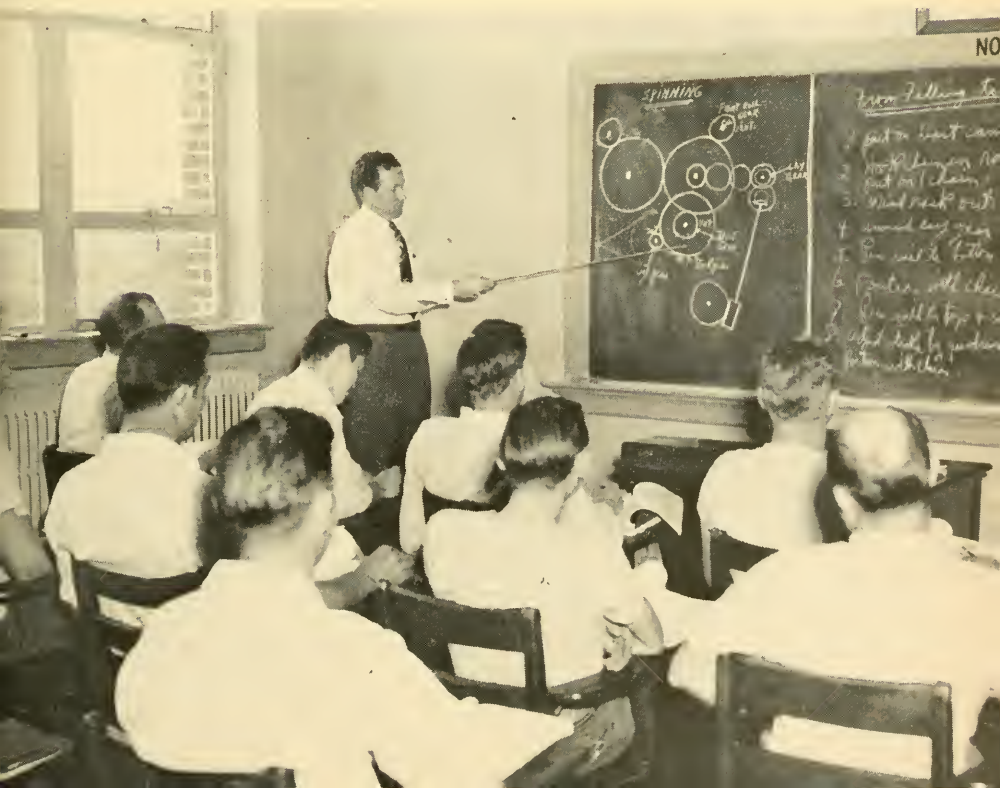
\*\*Not listed.

**SALARIES AND TRAVEL OF VOCATIONAL  
HOME ECONOMICS TEACHERS (George-Deen Act.)**

Year	Federal	State	Local	Total
1925-26	\$ 12,629.35	\$ 68,003.65	\$ 57,839.65	\$ 138,472.65
1929-30	19,538.28	54,963.45	151,500.20	226,001.93
1934-35	52,703.09	13,677.18	40,192.79	106,573.06
1939-40	168,231.74	64,773.27	116,116.41	349,121.42
1944-45	174,148.73	249,660.74	211,685.18	635,494.65
1945-46	174,148.73	335,457.90	249,877.48	759,484.11
1946-47	174,148.73	366,820.84	265,647.26	806,616.83
1947-48*	231,402.97	485,016.13	338,855.17	1,055,274.27
1948-49*	231,402.97	614,705.33	394,122.47	1,240,230.77
1949-50*	231,402.97	758,983.20	460,026.54	1,450,412.71
1950-51	214,088.08	759,301.40	487,144.73	1,460,534.21
1951-52	223,377.11	843,314.93	533,954.53	1,600,646.57

\*George-Barden Act.

Yarn manufacturing is one of the trades provided for adults under the Trade and Industrial Program







Both pottery and basketry provide opportunities for skills with the hands

### **Trade and Industrial Education**

Trade and Industrial Education provides training for high school students who wish to learn a trade and for employed adults who need related technical instruction to help them in their work.

The training program includes three types of classes :

- I *Evening Trade Extension Classes*—for indentured apprentices and other employed workers who need technical instruction related to the occupation in which they are working.
- II *Part-time Classes*—for high school students working part-time on a cooperative training plan and for employed persons who wish to change occupations.

**GROWTH OF TRADE AND INDUSTRIAL EDUCATION**

<i>Year</i>	<i>Number of Classes</i>	<i>Enrollment</i>
1918-19	5	128
1919-20	73	806
1924-25	259	3,892
1929-30	384	5,887
1934-35	509	7,908
1939-40	714	11,582
1944-45	401	7,836
1945-46	386	7,350
1946-47	463	8,660
1947-48	388	7,763
1948-49	325	8,297
1949-50	359	9,026
1950-51	435	11,089
1951-52	516	14,270

Students in a class in furniture manufacturing produced these results







Training in salesmanship is provided under the Distributive Education Program

Diversified Occupations is a type of part-time class in which high school students, 16 years or older, attend school half-time and work half-time at a trade in an industrial establishment. Students enrolled in these classes study subjects related to their chosen trade as well as other subjects required for graduation from high school.

Part-time Classes for employed persons wishing to change to industrial occupations are offered where there is a need for such classes and facilities can be provided by local schools.

- III *Day Trade Classes*—for high school students, 16 years or older, who wish to learn a trade. Students enrolled in this type class receive trade training in the school shops for three hours daily and study high school subjects required

for graduation during the remainder of the school day. Trade Classes are usually taught only in the large schools located in industrial centers. Trade courses such as auto mechanics, machine shop, carpentry, cabinetmaking, brick-laying, printing, textiles, electrical trades, radio and television, baking, sheet metal, tailoring, and painting are offered.

This program is also jointly financed from Federal, State and local funds. The following tables gives these expenditures for certain years :

**EXPENDITURES FOR TRADE AND INDUSTRIAL EDUCATION**  
(Excluding Teacher Training)

Year	Federal	State	Local	Total
1925-26	\$ 27,494.55	\$ 13,330.28	\$ 14,164.44	\$ 54,989.27
1929-30	30,859.81	14,439.43	16,420.42	61,719.66
1934-35	38,256.16	12,244.93	27,498.65	77,999.74
1939-40	99,466.25	22,112.46	52,657.03	174,235.74
1944-45	112,149.56	60,784.29	52,951.27	225,885.12
1945-46	112,276.64	91,160.06	71,116.69	274,553.39
1946-47	113,163.30	116,389.23	78,026.70	307,579.23
1947-48	137,520.12	122,828.11	113,619.17	373,967.40
1948-49	137,520.12	192,212.18	136,090.79	465,823.09
1949-50	137,520.12	216,705.54	149,442.89	503,668.55
1950-51	137,519.74	206,096.88	172,461.08	515,877.70
1951-52	146,506.38	225,076.96	185,685.74	557,269.08

### Distributive Education

Distributive education provides vocational training for those entering and for those already engaged in some field of distribution. The field of distribution includes retail and wholesale businesses as well as services. Distributive education serves both the individual and our economy. The purposes of distributive education are to:

1. Fit young citizens to become self-supporting, efficient members of their own community by providing specialized training preparatory to entering retail or wholesale occupations.
2. Up-grade adult distributive workers through educational programs designed to make them more efficient.
3. Help to strengthen our economy by increasing the efficiency of our distribution system in terms of reduced cost and better service to consumers.
4. Promote full employment by selling the increasing volume of products of the farm and factory to the ultimate consumers.

Distributive education is designed to serve the following specific groups:

1. The regularly enrolled high school boy or girl over sixteen years of age.
2. Part-time workers in distributive occupations.
3. Full-time employees in distributive occupations.
4. Managers and supervisors of retail, wholesale and service establishments.

*Cooperative Program in Distributive Education.* In the high school program juniors and seniors who wish to make a career in some distributive business are enrolled in the cooperative part-time program. Under the guidance of a trained teacher-coordinator, they are given vocational training which is closely correlated with work experience in various distributive businesses in the community. Although the number of pupils trained through this program is relatively small, most of them have been

A buyer of budget dresses and sportswear trained under the D. E. program passes on her "know-how" to a current student



successful in full-time jobs after graduation. Many of them have been promoted to junior executive jobs in retailing before or soon after graduation from high school.

The following table shows the growth of this program:

#### COOPERATIVE PART-TIME VOCATIONAL TRAINING

<i>Year</i>	<i>No. Classes</i>	<i>No. Persons</i>	<i>Earnings</i>
1939-40	1	26	\$ .....
1940-41	7	182	.....
1941-42	15	318	56,108.93
1942-43	16	356	79,300.35
1943-44	14	254	68,006.61
1944-45	15	267	74,640.81
1945-46	13	241	88,942.74
1946-47	15	330	139,909.34
1947-48	21	483	175,978.25
1948-49	21	557	224,226.42
1949-50	25	661	274,184.99
1950-51	26	722	320,839.83
1951-52	24	725	368,472.88

Distributive education students have formed clubs for stimulating their particular work and for providing leadership training and opportunities for social activities.

The demand for establishment of cooperative part-time programs in the high schools could not be met because of a serious shortage of funds. Indeed, a decrease in federal funds coupled with the rising salaries of instructors has made it necessary to discontinue reimbursement for several programs.

The importance of distribution in services to the economy in North Carolina is indicated by the fact that of the total dollar volume of business in North Carolina, each year nearly 45 per cent of this volume is accounted for by distribution and services.

*Extension Program.* This phase of the distributive education program is provided for workers in various fields of distribution, such as the restaurant and hotel group, department stores, apparel stores, food stores and drug stores. A long range educational program has been formulated which outlines a series of



sequential courses for (1) managers, (2) supervisors, (3) selling employees, and (4) non-selling employees.

The employment of training specialists to conduct educational programs for employed workers has been almost discontinued because funds to operate this program were inadequate. Most of the extension courses offered during the past year have been taught by regularly employed coordinators at no additional cost above that of the in-school program.

The following table gives statistics on this activity:

IN SERVICE TRAINING FOR ADULTS		
<i>Year</i>	<i>No. Classes</i>	<i>No. Persons</i>
1939-40	116	2,327
1940-41	181	3,482
1941-42	239	5,333
1942-43*	240	5,000
1943-44	170	4,470
1944-45	122	2,281
1945-46	250	5,038
1946-47	178	4,962
1947-48	171	6,861
1948-49	240	6,779
1949-50	242	5,545
1950-51	181	5,151
1951-52	123	4,406
* Estimated.		

This program, too, is financed by Federal, State and local funds as shown by the following figures:

EXPENDITURES FOR DISTRIBUTIVE OCCUPATIONS				
<i>Year</i>	<i>Federal</i>	<i>State</i>	<i>Local</i>	<i>Total</i>
1939-40	\$ 6,412.45	\$ 2,730.38	\$ 1,686.67	\$ 10,829.50
1940-41	17,424.08	5,881.50	4,095.51	27,401.09
1941-42	30,562.86	11,134.84	5,890.32	47,588.02
1942-43	29,165.47	13,371.97	6,951.08	49,488.52
1943-44	21,783.09	16,333.87	5,920.50	44,037.46
1944-45	20,366.96	17,293.23	7,734.93	45,395.12
1945-46	30,436.49	24,098.93	7,471.84	62,007.26
1946-47	30,727.86	31,260.44	9,267.66	71,255.96
1947-48	43,593.66	31,391.23	15,799.33	90,784.22
1948-49	43,593.66	44,791.34	19,628.05	108,013.05
1949-50	43,593.66	56,928.68	31,502.33	132,024.67
1950-51	38,961.75	47,791.63	24,613.25	111,366.63
1951-52	14,566.95	72,487.72	27,916.41	114,971.08



Counseling is the key to effective guidance services

## **GUIDANCE SERVICES**

Some of the functions and purposes of the State Guidance Services are:

1. To assist schools in initiating, evaluating and improving or extending appropriate guidance services.
2. To conduct in-service training activities for the purpose of improving local programs of guidance.
3. To prepare and to distribute to schools informational materials dealing with all phases of the guidance program, such as: bibliographies of guidance materials for teachers and counselors; reports of promising guidance practices in local schools; reports of surveys and investigations concerning pupil needs which have implications for guidance programs; special bulletins on career opportunities on local, State and National levels.
4. To promote teacher-training in guidance services and to assist teacher-training institutions in developing a sound program of counselor-training.

5. To establish and maintain cooperative relationships with all organizations and services concerned with the guidance of youth.

The Basic Guidance Services are:

1. THE INDIVIDUAL INVENTORY SERVICE whereby significant data about pupils is collected and systematically recorded for use.
2. INFORMATION SERVICE which includes all activities in the school in securing and making available to pupils information to assist them with all types of educational, vocational and personal problems.
3. COUNSELING SERVICE by which students are given individual assistance in identifying and solving their problems whether they be educational, vocational or personal in nature.

Career days are very helpful to high school seniors







An up-to-date accession record is an essential part of a standard school library

4. THE PLACEMENT SERVICE which assists pupils in getting placed in desired and appropriate courses, classes and activities in the school and in further training or employment after school.
5. THE FOLLOW-UP SERVICE by which the school keeps in contact with former students in order to be of further assistance to them and to get information essential to continuous evaluation and improvement of the school's program.
6. THE ORIENTATION SERVICE which assists students in making adjustments as they progress from home to school, grade to grade, school to school and from school to work.

A review of reports from the high schools of the State for the school year 1951-1952 reveals the following facts regarding the Counseling Services in North Carolina High Schools:

## GUIDANCE ACTIVITIES, 1951-52

	County			City			Total
	White	Negro	Total	White	Negro	Total	
No. high schools	617	163	780	100	69	169	949
No. reporting	584	149	733	80	59	139	872
No. reporting counselors	350	80	430	70	41	111	541
Percentage	59.9	53.7	58.7	87.5	69.5	79.9	62.0
No. counselors with scheduled time*	577	133	710	134	69	203	913
Av. hours per week	3.9	3.5	3.9	7.2	5.3	6.5	4.5

\*Includes principals giving counseling time.

## SCHOOL LIBRARIES

School libraries continue to grow in number, size, and usefulness. The philosophy of library service is rapidly changing to include not only books but also audio-visual materials, thus making the libraries real material centers. It has been the li-

Good books are enchanting to all youngsters





brarian's responsibility to locate needed films, recordings, film-strips and like material, but now many libraries are housing and organizing this information, thus resulting in a closer integrated program of library service and a more enriched curriculum.

The problem of personnel continues serious. Adequate library service is dependent upon qualified trained personnel; and until this problem can be solved, the complete usefulness of the book and materials collections will be greatly handicapped. The need for full-time librarians is steadily increasing. Emphasis on employing trained librarians in the elementary schools continue. In 1948 there were 388 trained elementary librarians, 50 of whom were employed full time. In 1951 this number increased to 609 trained elementary librarians, 134 of whom are employed full time. The practice of employing one librarian to serve several elementary schools is being encouraged until such time as personnel and additional funds for full-time people in larger schools are available. Of the 3,159 schools filing an Annual School Library Report in 1951-52 there were 2,061 in which some teacher was charged with the responsibility of the library. Of this number 318 were full-time librarians with some training in library science, and 923 were without any training in library science. The practice of employing a library supervisor or itinerant librarians for an administrative unit is being encouraged. In such a set-up professional guidance and supervision can be given to the untrained librarians. In 1951 eighteen administrative units were employing school library supervisors.

#### PERSONNEL WITH SOME LIBRARY TRAINING

Year	White		Negro		Total	Full-time School Librarians
	Elementary	High	Elementary	High		
1929-30	...	...	...	...	...	11
1934-35	...	...	...	...	91	43
1939-40	136	294	65	92	587	103
1944-45	202	284	114	135	735	121
1945-46	201	264	115	130	710	122
1946-47	216	300	137	135	788	151
1947-48	242	302	146	140	830	179
1948-49	259	414	155	135	963	213
1949-50	321	308	269	145	1,043	436
1950-51	380	355	191	160	1,086	234
1951-52	400	367	209	162	1,138	318

Library rooms are increasing in number, size, attractiveness, and are being more adequately equipped. "Planning and Equipping the School Library," Publication No. 257, has been used widely in planning for new schools and in the renovation of libraries in old buildings.



Nothing is more thrilling than turning the pages of a new book from  
the school library

Expenditures for libraries are derived from local funds, county or school funds, State school fund for maintenance and from rental fees collected by the Textbook Division. National standards recommend an annual expenditure of \$2.00 per pupil for keeping the library collection up-to-date and in order. Expenditures continue to increase, with the results that more adequate library collections are made available to our boys and girls.

#### EXPENDITURES FROM STATE SOURCES

Year	State School Fund	Textbook Division
1931-32*	\$ 25,308.69	\$ . . . . .
1935-36	24,108.74	. . . . .
1939-40	47,503.71	4,180.12***
1944-45**	118,521.69	135,546.10
1945-46	116,656.22	135,990.95
1946-47	163,923.93	178,891.70
1947-48	168,728.90	125,837.10
1948-49	194,019.08	126,717.32
1949-50	325,669.63	118,844.74
1950-51	336,785.95	330,785.95
1951-52	420,673.15	420,673.15

\* First year of State eight-month school fund.

\*\* Second year of State nine-month school fund.

\*\*\* Only elementary schools participated.

## TOTAL EXPENDITURES FOR SCHOOL LIBRARIES

Year	White	Negro	Total Expenditures	Average Per Pupil
1929-30	\$ . . . . .	\$ . . . . .	\$ 128,441.55	\$ .32
1934-35	98,729.48	14,017.35	112,746.83	.17
1939-40	236,551.93	31,977.84	268,529.77	.40
1944-45	368,520.63	74,679.03	443,199.66	.64
1945-46	410,733.45	79,789.80	490,523.67	.69
1946-47	519,870.44	117,016.22	636,886.66	.83
1947-48	627,210.86	134,382.21	761,593.07	.94
1948-49	611,394.62	112,209.67	723,604.29	.90
1949-50	714,446.18	162,425.32	876,871.50	1.08
1950-51	817,672.12	184,833.89	1,002,506.01	1.11
1951-52	1,000,555.74	253,669.37	1,254,225.11	1.34

Sharing is a part of the enjoyment of a new book





The supply of books for children and young people has increased with the availability of material and labor, but prices continue high. There have been approximately 412,000 books added each year of the biennium and about 200,000 discarded because they were worn out or outmoded. National standards recommend ten books per pupil; in 1951-52, the State average was 4.75 per pupil based on average daily membership.

#### NUMBER OF LIBRARY BOOKS OWNED

Year	Total Volumes	Volume Per Pupil A.D.M.
1929-30	1,218,080	1.4
1934-35	1,636,835	1.8
1939-40	2,163,183	2.5
1944-45	3,197,933	4.2
1945-46	3,361,476	4.3
1946-47	3,634,534	4.7
1947-48	3,846,358	4.7
1948-49	3,988,864	4.95
1949-50	3,985,289	4.89
1950-51	4,278,502	4.72
1951-52	4,427,932	4.75

#### CIRCULATION OF SCHOOL LIBRARY BOOKS

Year	White	Negro	Total	Average Per Pupil
1931-32	3,690,575	210,511	3,901,086	6.5
1934-35	4,099,229	338,981	4,438,210	7.5
1939-40	7,291,671	965,815	8,257,486	12.24
1944-45	8,471,240	1,367,695	9,838,935	14.29
1945-46	8,648,369	1,347,849	9,996,218	14.08
1946-47	9,141,688	1,413,088	10,554,776	13.73
1947-48	9,328,774	1,537,754	10,866,528	13.36
1948-49	10,599,565	1,408,822	12,008,387	14.89
1949-50	10,527,131	1,608,657	12,135,788	14.88
1950-51	11,641,525	1,493,462	13,134,987	14.50
1951-52	11,998,362	2,008,897	14,007,259	15.01

There is keen interest among pupils, teachers, and administrators for improving library service. This has been demonstrated through requests for workshops and conferences on the use of the library, through evaluations of library facilities and book collections, and through consultations in the planning of bigger and better school libraries.





School lunches are vital aspects of many of the State's larger schools

## **SCHOOL LUNCH PROGRAM**

The State School Lunch Program was officially set up as part of the State Department of Public Instruction in August, 1943. Since its organization, the program in North Carolina has progressed very rapidly, and is fast developing into a well rounded, many faceted program.

During the nine years of operation, 1943 to 1952, the number of schools operating on the reimbursement program has increased steadily each year from 549 the first year to 1,526 in 1951-52. In addition to the schools receiving reimbursement,

there were about 150 lunchrooms operated without Federal aid. Approximately half of the schools in the State have lunchroom facilities.

An analysis of school lunch reports shows there has been a steady increase in the number of lunches served to school children—from 10,953,780 in 1943-44 to 60,545,975 in 1951-52. The accompanying table shows the growth in various aspects of the program.

Principals and teachers are working to improve food habits, to promote better nutrition, and to use the lunchroom as a laboratory for teaching. Much effort has been made to correlate the regular classroom teaching with activities in the lunchroom.

"Next"



## ANALYSIS SCHOOL LUNCH REPORTS

## 1. Schools Approved for Operation:

	White	Negro	Total	White	Negro
1943-44	479	70	549	87.25	12.75
1944-45	769	146	915	84.04	15.96
1945-46	875	140	1,015	86.21	13.79
1946-47	1,024	200	1,224	83.66	16.34
1947-48	1,065	222	1,287	82.75	17.25
1948-49	1,125	243	1,368	82.24	17.76
1949-50	1,141	281	1,422	80.23	19.76
1950-51	1,172	308	1,480	79.19	20.81
1951-52	1,217	309	1,526	79.75	20.25

## 2. Cash Income from Program:

	Sale of Lunches	USDA Reimbursement	Other	Total
1943-44	\$ 2,389,447.18	\$ 760,636.20	\$ 34,021.07	\$ 760,636.20
1944-45	3,389,727.08	2,254,004.08	194,630.30	4,677,472.33
1945-46	5,564,036.08	2,808,176.97	82,237.70	6,392,534.35
1946-47	6,374,402.71	3,225,675.71	114,322.41	8,871,949.49
1947-48	7,254,912.39	2,632,794.07	499,512.39	9,121,519.19
1948-49	7,940,674.55	2,670,965.30	546,855.32	10,425,390.08
1949-50	9,402,883.24	2,876,998.41	652,694.26	11,364,528.28
1950-51	10,918,896.72	3,098,645.14	789,988.50	13,154,222.64
1951-52	53,234,979.95	3,005,949.00	2,914,261.95	14,714,834.22
		23,333,844.88		79,488,086.78

## 3. Expenditures:

	Food	Labor	Other	Total
1943-44	\$ 3,078,514.64	\$ 1,115,036.64	\$ 348,926.68	\$ 4,542,477.96
1944-45	4,464,179.70	1,572,283.26	435,349.92	6,471,812.88
1945-46	5,917,584.36	1,976,460.99	552,812.00	8,446,857.35
1947-48	5,814,668.19	2,074,938.77	628,107.00	8,517,713.96
1948-49	7,188,338.09	2,576,654.78	926,367.40	10,691,360.27
1949-50	7,068,911.92	2,713,888.71	898,291.46	10,681,042.09
1950-51	8,772,002.16	3,119,530.01	1,241,905.19	13,133,437.36
1951-52	10,205,271.23	3,464,082.42	1,172,746.56	14,842,100.21
	52,509,470.29	18,612,825.58	6,204,506.21	77,326,802.08

## 4. Value of Donated Goods and Services:

1943-44	\$ . . . . .
1944-45	118,756.85
1945-46	42,401.77
1946-47	45,144.34
1947-48	248,257.94
1948-49	302,547.83
1949-50	289,042.96
1950-51	332,038.38
1951-52	446,381.98

## 5. Administrative Expenditures:

1943-44	\$10,432.00
1944-45	19,714.00
1945-46	30,948.00
1946-47	44,409.00
1947-48	61,130.00
1948-49	69,012.00
1949-50	81,260.00
1950-51	83,731.19
1951-52	94,737.00

## 6. Luncheon Served:

	**Type A	Type B	Type C	Type A-WOM	Type B-WOM	Total
1943-44	6,667,221	155,876	808,743	3,090,886	231,054	10,953,780
1944-45	19,090,490	51,726	819,604	5,612,551	42,456	25,616,827
1945-46	29,223,550	613	611,479	5,825,874	4,865	35,666,381
1946-47	31,314,090	23,574	1,076,350	5,606,793	60,529	38,081,336
1947-48	30,468,303	16,708	1,384,857	4,603,346	10,686	36,483,900
1948-49	37,505,860	16,268	2,317,299	4,158,315	11,030	44,008,772
1949-50	41,712,233	17,543	3,179,802	2,966,549	2,927	47,879,054
1950-51	49,846,791	30,987	3,433,278	2,516,000	8,362	55,835,418
1951-52	54,273,146	7,656	3,951,295	2,313,878	0	60,545,975
	300,101,684	320,951	17,582,707	36,694,192	371,909	355,071,443

## 7. Percentage Each Type Lunch Served and Free Lunches:

	Type A	Type B	Type C	Type A-WOM	Type B-WOM	Number Free	Pct. Free
1943-44	60.87	1.42	7.38	28.21	2.10	*	*
1944-45	74.52	.20	3.20	21.91	.17	2,137,621	8.34
1945-46	81.94	.00	1.71	16.33	.01	2,526,312	7.08
1946-47	82.23	.06	2.83	14.72	.16	2,446,040	6.42
1947-48	83.51	.05	3.80	12.62	.03	2,218,872	6.08
1948-49	85.22	.04	5.27	9.45	.03	3,097,742	7.04
1949-50	87.12	.04	6.64	6.20	...	3,436,543	7.18
1950-51	89.27	.06	6.15	4.50	.01	3,854,365	6.90
1951-52	89.64	.01	6.53	3.82	...	3,699,945	6.11

\* Data not available.

\*\* Type A lunch consists of the following foods:  $\frac{1}{2}$  pint milk; 2 oz. of meat, poultry, fish or cheese; or 1 egg or  $\frac{1}{2}$  cup beans or peas or 4 tbsp. peanut butter;  $\frac{3}{4}$  cup veg. or fruit or both; bread or muffins; 2 tsp. butter or margarine. Type B lunch provides  $\frac{2}{3}$  as much as Type A. Type C is  $\frac{1}{2}$  pint of milk. WOM is without milk.





"Hurry up and snap it; can't you see I'm hungry!"

## HEALTH AND PHYSICAL EDUCATION

The School Health Coordinating Service of the State Department of Public Instruction and the State Board of Health continued to work on many of the same projects and in about the same way during the biennium 1950-52 as was done during the previous biennium.

Staff members worked primarily with school superintendents, principals, teachers and health department personnel but continued to cooperate as usual with other agencies interested in school health.

Staff members continued to work on the health curriculum development project which has been underway since 1948. This project has served as a way of working with schools and health departments to improve school health programs and will eventu-



ally provide a curriculum guide on school health. Most of the materials have been prepared and sent out to schools and health departments in mimeographed form for review and recommendations for changes. The materials are being revised and will be printed in 1953.

The School Health Coordinating Service continued to administer and supervise the school health program including planning and administering the expenditure of school health funds in the amount of \$550,000, annually appropriated since 1949 by the General Assembly to the State Board of Education for grants-in-aid to city and county school administrative units. The plan for allocating the funds for 1952 was the same as followed the previous years.

The policies approved by the State Board of Education and the State Board of Health in 1949, governing the expenditure of these funds, were continued. Also, the State Board of Health continued the plan of earmarking an amount equal to 40 cents per pupil for school health work. Expenditures of State Board of Education school health funds for the period July 1, 1950, to June 30, 1952, were as indicated below:

Volley ball provides girls with an opportunity for outdoor play





Teeth examination is one of the many health services provided by the State from the \$550,000 appropriated to the State Department of Public Instruction

	1950-51	1951-52
Salaries: Health Educators .....	\$ 30,632.97	\$ 36,865.23
Nurses .....	88,043.12	82,281.47
Physicians, dentists, technicians .....	15,247.37	7,981.10
Travel: Health Educators .....	4,312.87	3,255.59
Nurses .....	14,348.00	16,267.39
Physicians, dentists, technicians .....	2,060.50	1,000.24
Fees for Medical Examinations .....	28,592.43	22,234.25
Correction of Defects for Under-Privileged Children	304,563.17	294,134.50
Supplies .....	22,201.43	31,930.30
Equipment .....	16,339.41	24,091.83
In-Service Training .....	2,316.00	946.39
	<hr/>	<hr/>
	\$528,657.27	\$520,988.29

Based on reports by county and city school superintendents and health officers for the school year 1951-52 services to school children from school health funds included:

- 19,799 Medical Examinations
- 3,220 Eye Examinations
- 19,203 Correction of the following defects for children whose parents could not afford to pay:
  - 6,307 Tonsils
  - 8,593 Teeth
  - 353 Ears
  - 63 Hernia
  - 71 Orthopedic
  - 859 Intestinal Parasites
  - 19 Eye Surgery
  - 2,653 Glasses
  - 555 All others including heart, artificial eyes, circumcisions, hearing aids, skin defects, hookworm, ringworm, goiter, harelip and mastoid.

The School Health Program, carried on jointly by schools and health departments, did more than correct physical defects. Children were screened for deviations from normal by teachers and nurses and then referred for medical examinations. The number of examinations by private physicians is not known. However, about 20,000 medical examinations were paid for out of school health funds and about 15,000 were examined each year of the biennium by health officers.

Several counties and cities spent part of their school health funds for nurses, health education personnel, supplies and equipment. Through home visits and other educational methods these personnel have encouraged parents and pupils to have defects corrected. In many cases they helped to locate other sources of funds.

It is impossible to measure the preventive aspects of the health program, but it is believed to be cheaper to prevent ill health and physical defects than to pay for cure and correction.

The School Health Coordinating Service served in a coordinating and cooperating capacity with other divisions of the State Department of Public Instruction and the State Board of Health and with other agencies and organizations concerned with the health of school children.

During the summer months of the biennium the School Health Coordinating Service assisted with health education workshops at the University of North Carolina, East Carolina College, Appalachian State Teachers College, Catawba College, and Western Carolina Teachers College. The Negro Health Educator assisted with the workshop at North Carolina College.

Other services rendered by the School Health Coordinating Service include planning and promotional work, in-service education, consultation service, field visits, production of material of instruction, surveys of health needs, evaluations, and supervision of instruction.

The staff members of the School Health Coordinating Service are concerned with every phase of the educational program, but their particular responsibility is with respect to health services, health and safety instruction, healthful environment, mental hygiene, recreation and physical education.

### **SPECIAL EDUCATION**

The General Assembly of 1947 provided for the creation of a Division of Special Education in the State Department of Public Instruction and authorized the State Board of Education to provide funds out of the regular appropriation for the support of the nine months school term for a program of special education.

The Division of Special Education was established October 1, 1948, by the appointment of a director. As specified in the law creating this division (Sec. 115-31.11), its purpose is "for the promotion, operation, and supervision of special courses of instruction for handicapped, crippled, and other classes of individuals requiring special type instruction." "A handicapped individual," also defined by law, "shall be deemed to include any person with a physical or mental handicap." The State Board which was given the authority "to adopt plans for equitable reimbursement of school districts for costs in carrying out the purpose of" the law, has clarified the definition of "handicapped" to mean "any educable child or youth between the ages of six and twenty-one years, inclusive, having a physical and/or mental disability which makes regular school room activities impractical or impossible, and children having need for special educational facilities."





In a special education class a hard of hearing child learns to recognize sounds by the use of a "train" ear

The State Board is authorized to provide funds for the employment of teachers.

Special education in the public schools in North Carolina refers to those special instructional services provided for mentally or physically handicapped children. Following are examples of special education services which are being provided the public schools.

1. Slow learning. Classes for slow-learning children are organized on a divided program basis with the children spending part of the time in their own home room with

normal children and the rest of the day in the special class where the curriculum is planned and adjusted to meet the needs of each individual child.

2. Speech correction, with a speech therapist working on an itinerant basis, meeting two or three times a week children who stutter, have delayed speech, or articulation problems.
3. Classes for severely crippled children, with the children being brought into specially equipped classrooms.
4. Classes for the bedbound, with a teacher visiting the children in the homes and using the school-to-home teaching device are being carried out on an experimental basis.
5. Classes for visually handicapped children whose vision is too poor to read regular textbooks and who need bold type books.

The first table given below indicates the growth of the program since its inception in 1949-50.

SUMMARY—SPECIAL EDUCATION PROGRAM				
Year	No. of Pupils	No. of Teachers Allotted for Special Education	No. of Teachers Paid from Other Sources	Total
1949-50	2,161	25	29	54
1950-51	3,888	50	27	77
1951-52	6,477	75	37	112

The second table shows the total number of children in each area within the Special Education program for the year 1951-52. The total number of children with a major handicap is designated by the word "total." For example, there were 2,365 slow learning children. Reading from left to right, there were 278 children of the 2,345 who had speech defects, 24 of the 2,365 were crippled, 63 were reported as having social or emotional problems, and so on. Reading from top to bottom in the columns, it is revealed that 209 children who were classified speech defective as their major handicap were slow learners, 16 who were classified as crippled were slow learners, etc.

Reading difficulty work done in North Carolina far exceeds the 765 which represents the number taught within this program.

## TOTAL NUMBER OF CHILDREN TAUGHT IN EACH AREA AND DISTRIBUTION OF MULTIPLE HANDICAPS, 1951-52

## Additional Handicap

Major Handicap	Slow Learning	Speech Defective	Crippled	Hard of Hearing	Defective Vision	Emotionally and Socially Maladjusted	Cerebral Palsy	Health Probs.	Reading Difficulties
Slow Learning	278	24	40	88	63	31	...	...	...
Total	2,365	241	54	77	106	103	...	...	...
Speech Defective	209	24	45	24	25	10	9	10	...
Total	2,475	241	54	77	106	103	...	...	...
Crippled	16	14	...	8	10	1	...	1	...
Total	...	...	...	...	...	...	...	...	...
Hard of Hearing	19	19	1	1	1	...	...	...	...
Total	...	...	...	...	...	...	...	...	...
Defective Vision	12	5	2	1	3	1	2	...	...
Total	...	...	...	...	...	...	...	...	...
Emotionally and Socially Maladjusted	13	11	3	4	5	1	...	1	...
Total	...	...	...	...	...	...	...	...	...
Cerebral Palsy	38	58	48	4	18	1	...	...	...
Total	...	...	...	...	...	...	...	...	...
Health Probs.	3	1	1	...	2	1	...	...	...
Total	...	...	...	...	...	...	...	...	...
Reading Difficulties	...	4	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...

Total  
765

## RESOURCE-USE EDUCATION

### Initiation and Organization

The development of a State-wide program in Resource-Use Education in North Carolina began in 1944 when a plan was prepared for a Resource-Use Education Commission at an Institute held by the North Carolina Social Studies Council and the Institute for Research in Social Science at Chapel Hill.

This interest grew out of the feeling of many teachers that more emphasis was needed on community problems and resources and that the results of current research on resources needed to be channeled more quickly into the school program.

A committee appointed by the State Superintendent of Public Instruction, Dr. Clyde A. Erwin, reviewed the suggested plan, made necessary changes and requested the Governor to appoint a Commission composed of the heads of the State agencies concerned with resources, the elected heads or appointed representatives of both white and Negro professional, educational, and scientific organizations and directors of teacher training or presidents of colleges training teachers—fifty representatives in all on the Commission.

Science truths are demonstrated by laboratory experiments







A good school program is enriched by many science experiences

The Commission was appointed in 1945 and a grant-in-aid from the General Education Board was requested and granted for the acquisition of a staff for the first two years, consisting of a Program Director and secretary, and for travel expenses. The Department of Public Instruction was to serve as fiscal agent and the Program Director was employed as Advisor in Resource-Use Education in the Division of Instructional Service.

An annual meeting of the Commission met each May to plan projects, review progress, appoint committees, elect officers and new Commission members. An Executive Committee of eight met several times each year to expedite plans made at the annual meeting.

### **Program**

#### **1. Area Centers.**

Seven colleges were asked to serve as area centers and to organize faculty committees to work with Commission members and staff in planning summer resource-use workshops, area conferences, special pre-service courses where needed and to assist local school units to emphasize the study, use and conservation

of community resources. An additional center was added in 1950.

## 2. Summer Conferences.

Beginning in August, 1947, a three-day work conference has been held each year to bring agency representatives together with school people to develop plans for Statewide projects, share results of research, and to see how schools were able to incorporate resource-use concepts into the school program.

At the first Conference plans were made for the preparation of a resource-use guide. In cooperation with 12 other Southeastern States this was accomplished at the Southern States Work Conference. Pilot schools were selected to try out some of the materials developed.

At conferences since this time such areas as outdoor education, audio-visual materials, school ground laboratories, roadside improvement, power development, group dynamics, industrial development, conservation of forests, water, wildlife, soils, and marine resources have been featured.

Descriptions of school projects have always been included and are helpful in stimulating new activities in other areas. Reports of the Conferences are contained in:

- a. *Proceedings of the North Carolina Second Annual Resource-Use Education Conference, 1949*, 96 pages.
- b. *Developing our Resources, 1950*, 159 pages.
- c. Papers presented at the Fourth Annual Resource-Use Education Conference, 1951.
  1. *Water and Power Development in North Carolina*, 24 pages.
  2. *School Projects in Resource-Use Education*, 18 pages.
  3. *Landscaping and Developing School Grounds*, 10 pages.

## 3. Resource Bulletin Committee.

Among the first committees appointed was this one to make plans for a series of Resource-Bulletins for school use to be published by various agencies represented on the Commission. Four have been published and others are in preparation.

They are:

- a. *Conservation of Wildlife Resources* by the N. C. Wildlife Resources Commission (1949).
- b. The State Department of Public Welfare published *Welfare in North Carolina*. (1950)
- c. *Know Your North Carolina Department of Labor* by the Department of Labor (1951).

- d. *North Carolina's Natural Resources* by the Department of Conservation and Development (1952).

#### 4. Audio-Visual Committee.

Seven agencies were represented on this committee, contributing \$22,000 for the preparation of a sound-color film called the "Tar-Heel Family" and thirteen radio programs called the "Silent Siren." The recordings were broadcast over 90 radio stations weekly and then turned over to local school units for class use.

#### 5. Outdoor Education Committee.

A committee of fifty people was appointed in 1950 to initiate a school camping program. Three sub-committees were organized, one on the school program, to assist schools beginning school camping; one on sites and facilities, to survey potential school camp sites; and one on teacher-training, to prepare teachers for school camping.

In 1952 the first Outdoor Education Laboratory was held at Crabtree State Park with 20 students. Scholarship help was given by the National Wildlife Federation and the Biltmore Garden Club of Asheville. Plans were prepared for five specific camps.

To date Salisbury has held four camps, three for children and one for teachers; Kings Mountain has held one; Gastonia, six; and Charlotte, one. Other units plan to initiate camping in the near future.

#### 6. Summer College Workshops.

The first Resource-Use Education Workshop was held at Western Carolina Teachers College in 1944. A second one was held there in 1945. Since 1947 at least four and at times seven were held on the various college campuses of the State each summer, averaging about four weeks each. They have been held at Western Carolina Teachers College, East Carolina College, Appalachian State Teachers College, Woman's College, University of North Carolina, North Carolina College, Elizabeth City State Teachers College, Catawba College and St. Augustine's College. Approximately 1,200 teachers have been enrolled during eight years.

The preparation of *The Guide to Resource-Use Education Workshop*, prepared under the leadership of the Program Director aided materially in orienting college staff members on desirable workshop techniques. It was published by the American Council of Education in Washington, D. C., in 1951 (50¢). Most of the workshops published a special report of the projects planned by the teachers enrolled.



### 7. County, City and Area Conferences.

Numerous school systems held one-day or three-day conferences on Resource-Use, using the staff and Commission members as leaders, speakers or consultants.

The area Centers have sponsored numerous conferences for the 12-20 counties encompassed in their respective areas. The Piedmont area headquarters at North Carolina College has held a series of 8 tri-county workshops each fall and then culminated them with an area conference on the College campus.

### 8. Classroom Projects and School Activities.

As a result of the Conferences, the workshops, and the abundance of printed and audio-visual materials, hundreds of teachers and schools are engaged in resource-use and conservation activities. Abundant reports have been mimeographed, summarizing the projects, for distribution to other schools.

Teachers add to their knowledge by participation in workshop experiences





## COMMUNITY COLLEGES

North Carolina has four public junior or community colleges. They are Asheville-Biltmore, Charlotte, and Wilmington for white students and Carver (Charlotte) for Negroes. No State funds are provided for the operation of these institutions, each being supported financially from local funds and tuition.

Statistics for recent years show enrollments in these institutions were as follows:

	1947-48	1948-49	1949-50	1950-51	1951-52
Asheville-Biltmore	302	256	287	333	93
Charlotte			269	206	164
Wilmington	140	210	283	164	164
Total White	442	466	849	703	389
Carver-Negro			54	87	149
Total	442	466	903	790	538

In addition to these institutions Fayetteville State Teachers College sponsored a center for Negroes at Wilmington which enrolled 43 students in 1951-52.

## REHABILITATION SERVICES

Any resident of North Carolina sixteen years of age or over who is physically or mentally disabled, whether congenital or acquired by accident, injury or disease, and who is totally or partially incapacitated for remunerative employment is eligible for rehabilitation services.

The eligible client, in order to be feasible of rehabilitation, must have or be able to attain: Physical ability enough to work; mentality and education sufficient to learn and hold a job; adequate emotional stability and willingness to work; and aptitude to attain a marketable skill or service. Each client is given a general medical examination, and an examination by a recognized specialist if indicated. The key to all rehabilitation work is the recognition of one cardinal principle, namely: very few jobs require all human faculties. Therefore, it is a problem of fitting the abilities of the individual to the requirements of a job. To place the individual according to his abilities is preferred, rather than rejection of him because of his disabilities.

Services are provided for :

1. The vocational re-establishment of persons with employment experience who become vocationally handicapped as a result of a permanent physical or mental disability ;
2. The establishment in remunerative occupations of persons without employment experience who are disabled, and whose normal opportunity for employment is materially affected by reason of such a disability ;
3. The retention in suitable employment of disabled persons who are or may reasonably be expected to become vocationally handicapped in such employment.

There are two types of aid that may be furnished :

1. Services furnished without cost to the individual.
  - a. Medical examination in every case to determine the extent of disability, to discover possible hidden, or "secondary" disabilities, to determine work capacity, and to help determine eligibility ;
  - b. Individual counsel and guidance in every case to help the disabled person to select and attain the right job objective ;
  - c. Training for the right job in schools, colleges, or universities, on-the-job, in-the-plant, by tutor, through correspondence courses, or otherwise, to enable the individual to do the right job well ;
  - d. Placement on the right job, one within the disabled person's physical or mental capacities and one for which he has been thoroughly prepared ;
  - e. Follow-up after placement to make sure the rehabilitated worker and his employer are satisfied with one another.

2. Services that may be paid for from public funds to the extent that the individual cannot meet the cost.
  - a. Medical, surgical, psychiatric, and hospital care, as needed, to remove or reduce the disability ;
  - b. Artificial appliances such as limbs, hearing aids, trusses, braces, eye glasses, and the like, to increase work ability ;
  - c. Maintenance and transportation for the disabled person, if necessary, while he or she is undergoing treatment or training ;
  - d. Occupational tools, equipment, and licenses, as necessary, to give the disabled person a fair start.

The services are not necessarily provided in the order listed above. Several may be given at the same time. Some disabled men and women may require the full range of services ; others may need only one or two. In every instance, the services are provided in accordance with careful analysis of the individual's needs and all are directed toward a suitable job goal.

The fundamental services of counseling, guidance, training and placement are available to every client. The equally basic service of furnishing training supplies, placement equipment, occupational licenses, transportation, maintenance, prosthetic devices, and physical restoration are available on an economic needs evaluation.

When a person has been given a part or all of the above services to the end that he has a permanent job with a self-supporting wage, his case is closed as rehabilitated. Two thousand six hundred and thirty-four persons were closed rehabilitated in 1952, at an average cost of \$341.32 per person. It is evident that it costs less to rehabilitate a person for life than it does to maintain him at public expense for 12 months.

Following are two tables, the first showing growth in rehabilitation services; and the second, expenditures for such services for certain selected years:

#### GROWTH IN VOCATIONAL REHABILITATION SERVICES

Year	Total Rehab.	No. Rehabilitated			All Other Services
		Total Case Services	With Physical Restoration	With Training	
1921-22	18	....	....	7	11
1924-25	94	....	....	61	33
1929-30	72	....	....	54	18
1934-35	230	....	....	158	72
1939-40	486	....	....	374	112
1944-45	1,865	....	544	323	998
1945-46	2,031	7,602	1,322	2,964	3,316
1946-47	1,902	5,140	1,334	509	3,297
1947-48	2,412	8,232	2,449	1,673	4,110
1948-49	2,259	8,904	3,047	1,713	4,144
1949-50	2,625	8,272	3,027	1,096	4,149
1950-51	2,178	6,416	2,409	325	3,682
1951-52	2,634	8,558	3,350	626	4,582

#### Open Cases at End of Year

Year	Eligible and Feasible	Undergoing Physical Restoration		In Training	In Employment and Awaiting Placement
		Physical Restoration	In Training		
1921-22	63	....	46	44	
1924-25	274	....	135	208	
1929-30	129	....	197	389	
1934-35	530	....	324	92	
1939-40	*1,602	....	441	79	
1944-45	796	358	477	218	
1945-46	765	434	486	211	
1946-47	1,422	890	525	425	
1947-48	1,463	982	591	458	
1948-49	1,550	1,114	546	426	
1949-50	458	1,077	534	435	
1950-51	1,687	1,403	536	480	
1951-52	1,841	1,569	597	505	

\* Includes cases interviewed.

#### EXPENDITURES FOR VOCATIONAL REHABILITATION SERVICES

Year	Local	State	Federal	Total	Av. Case Cost
1925-26	\$ 1,736.88	\$ 26,161.74	\$ 16,225.69	\$ 44,124.31	\$459.63
1929-30	1,958.86	33,011.00	19,971.28	54,941.14	763.07
1934-35	13,823.67	23,961.65	29,673.63	67,458.95	293.30
1939-40	16,493.08	51,159.82	62,797.75	130,450.65	268.42
1944-45	10,617.59	91,389.37	269,881.71	371,888.67	199.40
1945-46	12,059.68	135,512.69	293,513.37	441,085.74	217.18
1946-47	12,232.99	241,829.80	411,593.24	665,656.03	349.98
1947-48	14,307.92	271,260.28	499,811.66	785,379.86	325.61
1948-49	15,682.41	285,402.48	518,840.30	819,925.19	363.96
1949-50	23,194.98	305,139.40	502,959.98	831,294.36	316.68
1950-51	27,385.50	304,376.06	544,132.24	875,893.80	402.16
1951-52	28,753.43	329,352.17	540,950.83	899,056.43	341.32





Welmer Shepherd

The economic value of Vocational Rehabilitation service is well exemplified by the story of Welmer Shepherd:

Until the age of 19, his only means of locomotion was to crawl or ride in a little red wagon. He had been a victim of polio at 2, leaving his hips and legs badly crippled. Surgery and long leg braces had helped some, from a physical standpoint, but in addition to his disability, his entire background and family militated

against success. His step-mother advised Rehabilitation that it was useless to try to get him up on braces and crutches, or to attempt to train him, as he could never do anything. Nevertheless, after ten months of watch repair training, he was placed on his first job at \$12.00 per week. Later he managed a watch repair department in a jewelry store, and then opened his own store, in which he now employs several handicapped workers. He has had continuous success in business for himself, where his philosophy has been to give 10 per cent to charity and save ten per cent. He estimates his present worth at \$75,000. He owns several houses besides his own home, a jewelry store and stock, two automobiles, and a sizable bank account. A wife and two daughters, 14 and 18 years of age, comprise his family. He is Vice-President of his Optimist Club.

The cost to this department to rehabilitate this man was \$507.90, far less than he has been paying in taxes each year for many years.

## Recommendations

In recognition of the able and distinguished service rendered public education in North Carolina by my predecessor, Dr. Clyde A. Erwin, I should like to preface my recommendations by citing some evidences of the remarkable progress achieved under his administration.

1. For the support of the schools an appropriation of \$16,000,-000 was made by the General Assembly of 1933. This sum plus \$3,254,098 from other sources was the total amount expended for the operation of the public schools during 1934-35. Since that year subsequent sessions of the General Assembly have further increased the appropriation for operating the public schools. These annual appropriations for the support of the regular term, for vocational education and for the purchase of school buses are as follows:

<i>Year</i>	<i>Regular Term</i>	<i>Vocational Education</i>	<i>**Buses</i>
1935-36	\$ 20,031,000	\$ 146,000	\$ .....
1936-37	20,900,000	160,000	.....
1937-38	24,396,367	264,200	.....
1938-39	24,986,160	264,200	.....
1939-40	25,941,313	325,000	.....
1940-41	27,000,000	350,000	.....
1941-42	28,158,324	600,000	.....
1942-43	29,454,233	710,000	.....
1943-44*	37,062,874	919,055	650,000
1944-45	38,140,941	919,055	650,000
1945-46	41,360,374	1,112,026	1,338,764
1946-47	41,997,738	1,257,427	960,000
1947-48	58,955,724	1,523,763	2,109,500
1948-49	60,412,957	1,523,763	1,740,000
1949-50	82,273,494	2,431,902	2,040,000
1950-51	83,520,899	2,470,685	2,215,000
1951-52	96,576,182	2,820,663	3,121,000
1952-53	101,011,929	2,854,523	2,271,000

\* Nine months term begins.      \*\* Included in Regular Term until 1943-44.

2. A rental system of textbooks was inaugurated in 1935-36. Basal books for use in grades 1-7 were made free in 1937-38. This provision was extended to grade 8 in 1945-46. The rental plan was continued for grades 9-12.

3. A State retirement system was inaugurated in 1941. This system, one of the best State systems of the nation, covers all State employees including public school personnel.

4. Provision was made also in 1941 for the change-over from an eleven grade system to twelve grades to begin in 1942-43. This program is now in full operation.

5. In 1942 the people voted favorably upon an amendment to the Constitution which provided for one State administrative agency, the State Board of Education, to replace the ex-officio State Board of Education, The State Board for Vocational Education, the State Textbook Commission, the State School Commission and the State Board of Commercial Education.

6. In 1943-44 State support was extended to a nine months' school term.

7. The 1945 General Assembly raised the upper limit of the compulsory attendance age from 14 years to 16 years.

8. With the biennial increase in funds the salaries of teachers, white and Negro, have been equalized, and greatly increased. The average teacher's salary has increased from \$561.29 in 1934-35 to approximately \$3,150.00 in 1951-52. Recognition has also been given in the State salary schedule to one year of training beyond college graduation.

9. A school lunch program was inaugurated in 1943-44 with the participation of 549 schools. This program now includes approximately 1,500 schools.

10. The 1947 General Assembly provided for the creation of a Division of Special Education for handicapped children. Since the beginning of services in this field in 1948, on an experimental basis, this program has grown to the extent of providing educational opportunities for approximately 6,500 pupils. This program is designed to meet the special needs of educable children who have some mental or physical handicap.

11. The \$50,000,000 School Plant Construction, Improvement and Repair Fund, provided by the 1949 General Assembly, is making possible the erection and improvement of many additional buildings, classrooms, and other facilities needed to house the increasing school enrollment and the expanding school program. This grant of State funds for capital outlay purposes marked the beginning of a new venture in State support in public education. The results have been highly gratifying. The State



appropriation stimulated local units to extend their building programs through local bond issues amounting to more than \$80,000,000, which means that the present building program will approximate \$130,000,000 or more. In addition, between two and three million dollars in Federal allotments have been made available for the construction of school building facilities at Federal installations in the State. Consolidation of small schools has moved forward. Educational surveys in local units have quickened public interest in better educational opportunities. New and modern structures, conducive to better teaching, are being erected in accordance with the best thinking in school design and architecture. There is now underway or completed, either as additions or new buildings, 1,448 projects, more than 900 of which involve the use of State Funds. These projects will provide more than 8,000 classrooms, 200 auditoriums, 175 gymnasiums, 350 lunchrooms, and 1,500 other facilities which will add to our educational efficiency.

12. Under an amendment to the school law by the General Assembly of 1949, the State Board of Education was given authority to allot supervisors of instruction and special teachers. This provision permitted the employment of 350 supervisors of instruction in the 172 administrative units. Another Act provided for the employment of a Supervisor of Music Education at the State level.

13. An appropriation to the State Board of Education of \$550,000 annually was begun in 1949 for the purpose of providing a State-wide school health program. Reports indicate that thousands of chronic remedial defects of children have been found and corrected.

14. Under authority of the General Assembly of 1949 the State Board of Education established a self-insurance plan for school buildings and properties, with participation optional. Coverage includes losses from fire, lightning, windstorm, hail and explosion. At present 88 of the 172 local units have placed all or a part of their school building insurance with the State's "Public School Insurance Fund."

These are simply a few of the highlights of progress in public education since 1934. Sections I and II of this Report indicate in more detail this improvement. I have recited these specific advancements as a preview to the following recommendations

which I am submitting in the interest of further advancement in educational opportunity for the youth of this State:

### 1. Continuation of Our School Building Program.

North Carolina has made remarkable progress in recent years in providing physical facilities for the education of its youth. The growth in population in our State, due to migration and an increased birth rate, however, makes it necessary that we continue our present pace in school construction. According to information compiled in a recent building survey, we can foresee the need for immediate construction of 7,401 additional classrooms. These classrooms would relieve overcrowding, replace small outmoded wooden buildings, replace buildings which are condemned or otherwise unfit for occupancy, anticipate enrollment expected by September of 1953, and replace substandard classrooms which it is impractical to renovate. In addition to these 7,401 classrooms, a recent survey shows that our school program is in need of 397 auditoriums, 470 gymnasiums, 575 lunchrooms, 577 multipurpose rooms, and 561 first aid rooms.

Our children are with us **now**; the facilities for the education of these children are needed **now**. If the people of our State are to fulfill their obligation to their youth, we are under the compulsion of giving immediate consideration to our school building program.

### 2. Recruitment of Additional Teachers.

With the anticipated increase in enrollment in our public schools it naturally follows that we are in need of additional classroom teachers. This need is particularly critical in our white elementary schools. During the 1951-52 school term there were 3,220 persons teaching in our white elementary schools who were commonly adjudged not to be adequately prepared for their assignment. About two-thirds of these were teachers with emergency ratings and low grade certificates; the others were teachers with high school certificates teaching in the elementary field. To replace these, to take care of normal turn-over and retirement, and to meet the surge of enrollment, it is evident that for the next few years we shall be under the urgency of promoting the field of elementary education as an employment opportunity.

### **3. Enforcement of Our Compulsory School Attendance Laws.**

School attendance is compulsory in North Carolina for all children between the ages of seven and sixteen. Because there is no effective program of enforcing the law, however, many children who should be in school are not enrolled. Many other children enroll but absent themselves without reasonable excuses, and thereby not only render their own instruction ineffective but also affect adversely the work of children who attend school regularly. Of our 900,000 children enrolled in school, approximately 60,000 are absent every day. In the 1950-51 term, 43,991 boys and girls enrolled in the public schools and dropped out before the school year ended. A democracy cannot afford this truancy from educational opportunity. According to the 1950 Census, the median school years completed by persons 25 years old and over in North Carolina was 7.9 (Urban 9.2; Rural non farm 7.9; Rural 7.0). Attendance workers are needed to take and keep up-to-date a continuous school census, and to work with teachers and parents in improving the enrollment, attendance, holding power, and progress of our students. This is a safeguard which this State must take to insure the literacy of our citizenship.

### **4. Extension of Our School Transportation Service.**

As evidence of public interest in educational opportunity, North Carolina has developed one of the largest and safest systems of school bus transportation in the United States. This opportunity has been extended largely to the rural youth of our State and has enabled our rural boys and girls to attend schools where facilities were more adequate and the curriculum more enriched. At present, our school bus services are designed to aid rural youth. We are now faced with a new area of school bus service which merits our consideration. Many of our cities have grown and have extended their corporate limits, so that now many of our urban children live five or six miles from their schools. Under our philosophy of equalization of opportunity, it becomes imperative that we extend transportation services to our urban youth.

Another problem facing transportation has to do with the purchase of school buses. At present, school buses are originally bought by our counties; they are then turned over to the State for maintenance, operation, and final replacement. The require-

ment that counties make the original purchase places a heavy burden on some of our local units and sometimes results in a lack of vehicles needed to operate an efficient system of transportation. This results in an impairment of educational opportunity among children residing in various sections of the State. This differential in opportunity existing among our counties should soon be erased by State appropriations for capital outlay for the original purchase of school buses.

#### **5. Extension of Leadership Services at the State Level.**

The growth of our public school system in terms of pupils, the investment of public money, and the expansion of public education in terms of program justify additional personnel in the State Department of Public Instruction and the State Board of Education. The administration and the supervision of our public school system necessitate an adequate staff; the direction of this vast operation is no small business. The people of our State are expecting leadership and guidance from the State level in all phases of public education. With the request for additional services, it becomes necessary that our central education agency expand in the areas of research, public relations, special education, early childhood education, audio-visual education, teacher education, school library services, and the supervision of general education.

#### **6. Adjustment of Salaries for School Personnel.**

In conformity with the prevailing economy of our time and as a means of attracting and holding competent personnel in the profession, salaries of all school personnel should be increased.

#### **7. Extension of Educational Opportunity to Include Kindergarten and Community College.**

There is considerable interest in our State in broadening the scope of our public school system to include kindergarten education and the community college. Kindergartens, usually operated privately on a tuition basis, are springing up all over North Carolina—an evidence that our people are recognizing the need for this type of early childhood education. In our more densely populated areas, community colleges are being organized as a means of furthering the opportunity for continuation education.



### **8. Increase in Personnel in Local School Offices.**

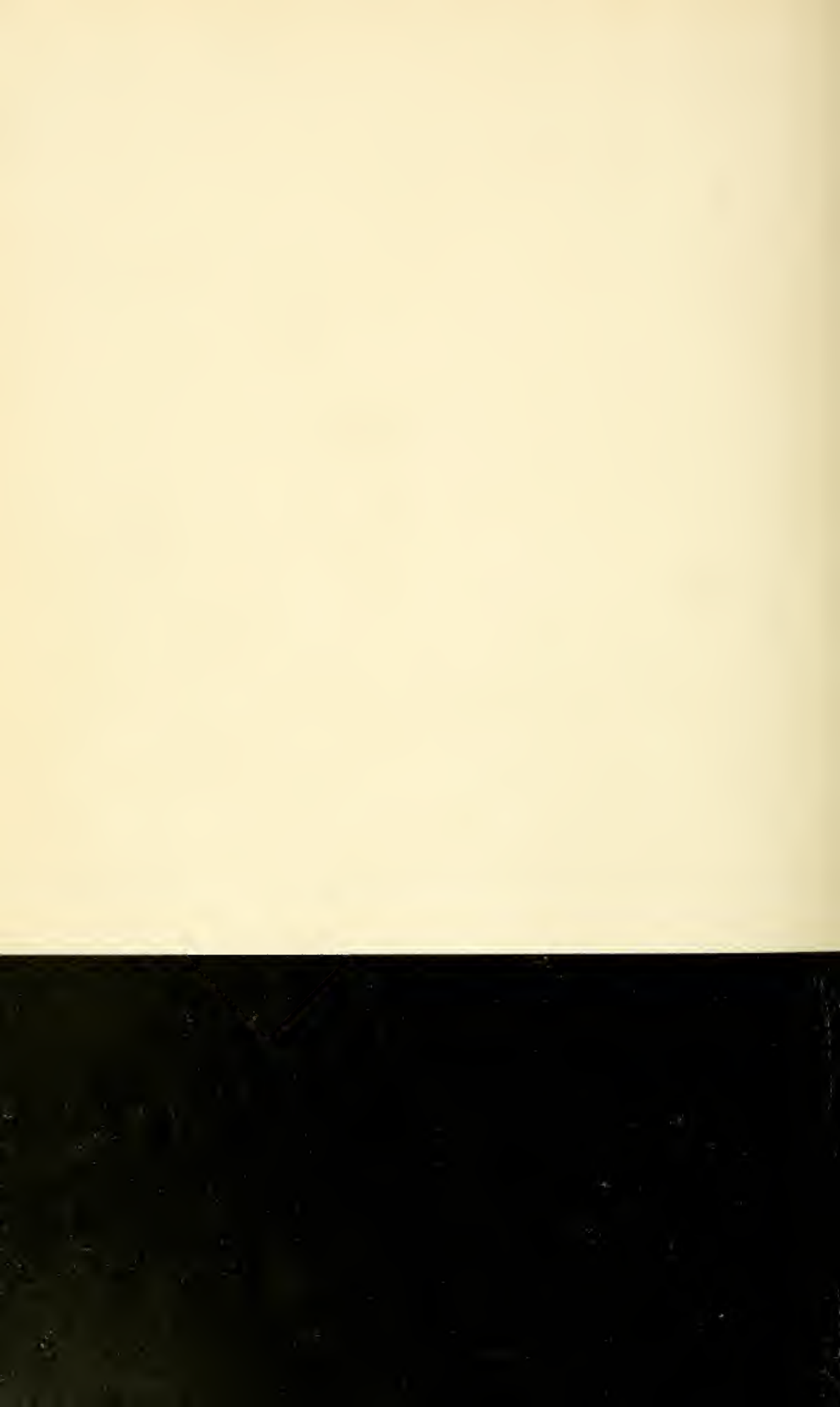
The efficiency of our schools would be greatly enhanced if superintendents and principals could be relieved of some of their clerical and secretarial responsibilities. These functions are necessary in the operation and administration of any type of organization. School administrators are professionally trained persons who should be spending most of their time administering and supervising their school systems; instead, however, many of them are handicapped in performing their professional duties because they must devote considerable time to clerical routine. By placing clerical assistants and property clerks in local school offices our school administrators would be in a position to assume a more competent role in school and community affairs.

### **9. Provision for a Continuing Study of Our Curriculum and School Program.**

Basic to our whole system of education is our school curriculum. It is through the curriculum that children most fully realize the effort of our State in behalf of public education. Instruction is our fundamental concern and should therefore be under continuous evaluation. The curriculum should reflect the needs and the philosophy of our people. It should be so constructed as to give youth the training necessary to enable them to make wise choices, to make wholesome decisions, and to assume responsibility in strengthening and preserving our democratic society.









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